
Junior High School
Curriculum Guide
for
HEALTH and
PERSONAL
DEVELOPMENT
(1956 Edition)



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PROVINCE OF ALBERTA

Department of Education

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FOREWORD

This outline differs from the 1953 edition in the following respects:

1. General Changes

- (a) The section of the Introduction dealing with methods is placed at the end of the guide as an appendix.
 - (b) The scope and sequence chart has been extended to include under the heading of each unit the general areas of content found in that unit.
 - (c) The rather lengthy point of view and the specific objectives previously outlined under the headings of understandings, skills, abilities, and habits and attitudes have now been incorporated into a short introductory note expressing the purpose of the unit and including many of the suggestions formerly contained in the objectives.
 - (d) The two - column arrangement for content and activities has been retained. The content side has been expanded to include much that was formerly dealt with as activities. The heading, "Teaching Procedures and Suggested Activities", has been changed to "Teaching Suggestions". The emphasis is now on suggestions as to possible approaches rather than on activities as such. This step has been taken in the hope that the teacher will feel less a sense of compulsion than was the case when he faced a rather formidable list of activities under each heading. It does place the onus on the teacher to select carefully from the content those topics of special interest and importance to the class, keeping in mind the suggested time allotment offered at the beginning of the unit.
 - (e) As for the time allotment an attempt has been made to suggest the number of periods that can be devoted to the various sections of each unit. This should serve as a further means of assisting the teacher to arrange the instructional load so that each unit is given some attention.
 - (f) The 1953 edition included a rather lengthy list of secondary references. These have now been reduced to a minimum list and each title has a short outline of content accompanying it, drawing attention to the section of the course where the book is useful. A new primary reference has been introduced in the personal development area of the Grade IX course entitled "Youth and Tomorrow" by Clarke and Woodsworth. The list of Life Adjustment Booklets and general references is retained and will be found in the appendix.
2. It is realized that some schools have difficulty in obtaining resource material. In order to assist in the provision of such material a resource book is being issued which will contain information not available in the primary references. It will be arranged by grades and units and will be punched for use with ring binders. When new material is available as a replacement for any that has been previously issued it will be printed with the proper page reference and distributed.

ACKNOWLEDGMENT

The Department of Education acknowledges with appreciation the contributions of the following committee members for the preparation of this Junior High School Curriculum Guide for Health and Personal Development. The guide has been prepared by subcommittees on Health and on Personal Development under the guidance of the Junior High School Curriculum Committee.

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INTRODUCTION

I. THE COURSE IN HEALTH AND PERSONAL DEVELOPMENT

Nature of the Course

The course in Health and Personal Development incorporates health education with group guidance.

Reasons for Offering the Course

A. To provide information in the following areas:

1. HEALTH EDUCATION, with particular emphasis upon:
 - (a) Physiological growth and development.
 - (b) The great discoveries which are landmarks in our progress toward better health.
 - (c) Scientific methods which are gradually eliminating communicable diseases.
 - (d) Body structures and how they are functioning.
 - (e) The science of nutrition.
 - (f) Federal and provincial public health services and their contributions to the welfare of Canadians.
2. Mental hygiene and adolescent psychology, and the use of these principles as guides to the development of desirable personality traits.
3. Group relationships of concern to the student at various age and grade levels.
4. Career selection, with proper emphasis upon the importance of sound educational preparation.
5. Study habits.

B. To provide an organized GROUP GUIDANCE program designed:

1. To assist students to make a proper appraisal of themselves, to accept themselves, and to develop wholesome attitudes.
2. To foster the development of sound health habits and practices.
3. To encourage acceptance of the duties, responsibilities, and privileges of family living.
4. To assist students to make wise educational choices.
5. To assist students to make wise vocational choices.
6. To assist students to develop skill in group discussion.

Caution

Units V and VI at each grade level deal specifically with the

personal problems common to young people. **TEACHERS MUST EXERCISE JUDGMENT IN SELECTING AND HANDLING SUCH PROBLEMS WHEN THEY RELATE TO THE HOME AND FAMILY.** If it is felt that in some classes discussion of certain material from these areas is likely to be controversial without being beneficial, teachers and principals are permitted to omit such material.

If the students have individual problems which they wish to discuss, an opportunity should be provided for them to meet the counsellor, the principal, or other staff member who has been given responsibility for individual interviews.

THE SCHOOL HAS NO DESIRE TO INFRINGE UPON THE RIGHTS AND PRIVILEGES OF THE FAMILY; THE TEACHER SHOULD BE CONSTANTLY ON THE ALERT TO PREVENT THIS HAPPENING. HE SHOULD ACCEPT THE RESPONSIBILITY PLACED IN HIS HANDS THAT REQUIRES HIM TO EXERCISE TACT AND GOOD JUDGMENT IN PRESENTING MATERIAL TO HIS STUDENTS.

Who Should Teach the Course?

1. The teachers of the course should be mature and possess a well-integrated personality, and should have a genuine interest in young people and a sympathetic understanding of their problems.
2. The teachers selected should possess skill in leading group discussions.
3. Preferably they should have some special training and experience in the fields of health, psychology, guidance, and mental hygiene. At least, they should understand how to apply the basic principles of these fields to their classroom teaching.
4. It is an advantage to have the course taught by teachers who are familiar with the particular school and community situation.
5. The principal might give consideration to teaching one or more classes himself, if circumstances permit.

II. COURSE ORGANIZATION

1. See Overall Chart on folding sheet.
2. The general plan includes courses in Grades VII, VIII, IX, and X with the material for each unit so arranged as to provide for varying interests and capacities from grade to grade, as well as to reduce overlapping to a minimum. Units II, III, IV, VII, and VIII constitute the **PHYSICAL HEALTH** portion of the program.
3. (a) **Time Requirements—THIS COURSE NEEDS 105 MINUTES PER WEEK FOR ADEQUATE TREATMENT.** Some time is to be devoted to each unit and, to serve as a guide, a range to indicate minimum and maximum treatment of units is provided.

To illustrate, if students are attending the same school in Grade VII that they attended in Grade VI little time will be required for orientation to the school and the minimum of three weeks will prove sufficient for Unit I. Periods thus released can be used in another unit where it is felt the maximum time allowance is required. Care should be taken to see that no unit receives less than the minimum time allotment or more than the maximum. The time allotment is shown at the beginning of each unit.

(b) Order of Units—It is permissible to vary the order in which units are taught.

4. Content—(Refer to Scope and Sequence Chart)

The content in each grade is developed under unit headings with units further sub-divided into specific topics. WHILE THE WORDING OF SIMILAR TOPICS FROM GRADE TO GRADE MAY SUGGEST OVERLAPPING, THIS MAY BE AVOIDED BY RECOGNIZING THAT THE VARYING MATURITY OF PUPILS INDICATES THE NEED FOR A DIFFERENT APPROACH EACH YEAR.

5. Teaching Suggestions

TEACHING SUGGESTIONS ARE INTENDED AS A GUIDE. NO ONE OFFERING THE COURSE SHOULD FEEL THAT HE IS COMPELLED TO FOLLOW THEM SPECIFICALLY AS OUTLINED OR TO DEAL WITH ALL THE ACTIVITIES THAT ARE SUGGESTED. HE SHOULD FEEL FREE TO ADAPT THEM TO HIS CLASS BY IMPROVISATION, ADDITION, OR FURTHER DEVELOPMENT.

A brief explanation of some accepted procedures will be found in the appendix. If it is desired to use one of these, which is new to the pupils, it will be found advantageous to explain or even to demonstrate how such an activity is carried out.

6. Flexibility of the Course

1. It is recognized that teachers presenting this course on a minimum time allotment will not be able to complete all topics in all units. Even teachers with a greater amount of available time may find it advantageous to omit certain topics in order that others may be developed more extensively. WHILE THIS PRACTICE IS PERMISSIBLE, GREAT CARE SHOULD BE TAKEN IN DECIDING WHAT MATERIAL IS TO BE OMITTED. CONSIDERATION OF STUDENT NEEDS SHOULD BE ONE GOVERNING FACTOR. OTHER FACTORS TO BE CONSIDERED MIGHT INCLUDE INTERESTS OF THE STUDENTS, AS WELL AS INTERESTS AND SPECIAL ABILITIES OF THE TEACHERS.

2. IT MIGHT BE CONSIDERED DESIRABLE TO PROVIDE A TIMETABLE ARRANGEMENT WHEREBY TWO OF THE PERIODS PER WEEK ARE OFFERED AS A DOUBLE PERIOD. This would provide an opportunity for more extensive discussion

of topics, for the use of films, for field trips or special speakers or experiments, all of which would be valuable in certain parts of the program.

7. Evaluation

a. General

Evaluation of the progress of students in terms of marks, which may be put on report cards and entered in the school records, is admittedly a difficult task, which many teachers approach with misgiving.

In a course of any kind, but more particularly in Health and Personal Development, one of the primary goals must be to encourage the acquisition of understandings and the changing of attitudes, the result of which will eventually become evident through modification of behavior patterns. This is equally true whether the unit being taught is one concerned with physical health practices or with one of the many facets of mental health which make up most of the personal development units. It must be accepted, however, that modification of behavior patterns is a continuous process the results of which may become evident only after a considerable lapse of time.

While improvement in behavior is a measure of the true progress of the student, the mastery of factual material must also be considered. Such knowledge is a prerequisite to the making of sound judgments and provides a real basis for the changing of attitudes, and, hence, the improvement of behavior.

b. Evaluation techniques

The following evaluation techniques are suggested:

- i. Tests on the factual material of a unit can be given when the unit is completed. Unit tests are recommended rather than mid-term and final tests.
- ii. An occasional essay or paragraph may be assigned with marks allocated on the basis of both material and quality of writing. A student's written work on one of the activities might be assessed.
- iii. A mark might be assigned on the basis of the student's participation in group activities and class discussion.
- iv. The section of the report card dealing with attitudes could be considered in attempting to assess the extent to which the student has acquired the desired understandings and attitudes. An analysis of the ratings assigned throughout the year should give some indication of changes in behavior and should assist the teacher in arriving at a final assessment of the student's work. However, such an analysis will necessarily be subjective and its limitations should be recognized.

8. References

Primary—THE PRIMARY REFERENCES SHOULD BE AVAILABLE IN SUFFICIENT QUANTITY SO THAT STUDENTS MAY HAVE READY ACCESS TO THEM.

Secondary—These are useful books which supplement the material in the primary references. The titles of most of these references will be followed by a short review to indicate to the teacher the nature of the book, and the specific units for which it will be useful.

Teachers' References—

It is felt that a teacher offering the course at any or all grade levels should have access to the following references: **Psychology for Living**—Sorenson and Malm (If a copy of Averill's **Introductory Psychology** is available it will be useful as an alternative.)

Health Observation of School Children—Wheatley and Hallock

Teachers will find one or more of the following references useful for background material in those sections of the course in Grades IX and X dealing with alcohol:

Alcohol Education, a Guide Book for Teachers, Hirsch.

Manual of Reference for Alcohol Education, Department of Education, Manitoba

Teen-Agers and Alcohol, McCarthy

Resource material on alcohol, formerly distributed by the Department of Education under the title, **Lessons in Alcohol Education**, is included in the resource book to be distributed to all teachers of Health and Personal Development.

General References—This list contains titles of pamphlets and papers that provide additional information for teacher and student use. Most of them are available without charge. The list will be found in the appendix.

9. Administrative Considerations

1. General

a. Opportunity should be provided for staff members to become familiar with the objectives of the course in Health and Personal Development. They should be aware of their personal responsibility for encouraging sound attitudes in each student with whom they come in contact.

b. It is desirable to have a committee to consider and take steps to bring about the integration of the individual guidance of the counsellor or principal with the group guidance approach of the Health and Personal Development course. Such integration would include:

- i. the offering of suggestions to the administration in matters of lighting, ventilation, use and care of drinking fountains, conduct in corridors and washrooms, and other factors affecting school and classroom health.
- ii. consideration of ways and means to encourage better classroom habits with respect to posture and social conduct.

2. Responsibility of the Principal

The place of the Health and Personal Development course in the total program of the school must be clearly understood by the principal and all the members of his staff. As indicated in the section entitled "Reasons for Offering the Course", Health and Personal Development provides the focus for the guidance program—vocational, educational, and personal. The vocational and educational aspects are usually clearly understood but the function and significance of the personal guidance program may require further study on the part of the principal and his staff. Not only does the program aid to help the adolescent understand and accept himself, but it attempts also to provide a reasoned foundation for cultivating those attitudes which the school seeks to inculcate: self-respect, creativeness, scientific viewpoint, co-operation, responsibility, social concern, and reverence. However, the course itself is not designed to build these attitudes. Such attitudes can be fostered and strengthened only when the total school atmosphere is conducive to their growth and the principal and each member of his staff seek to utilize fully every opportunity in the corporate life of the school and in the study of each subject. Some subjects, of course, provide a more fertile field than others for their cultivating; the literature program is especially designed for this purpose, the activities in the social studies-language program furnish abundant opportunities and, of course, physical education and the extra-curricular activities have long been recognized as providing many timely occasions for informal personal guidance and counselling. But the resources of mathematics and science, though perhaps not so rich as those of the other subjects, have sometimes been overlooked despite the fact that these courses cannot be considered fully to achieve their objectives unless they result in modes of thinking and habits of work appropriate to these disciplines.

It is the responsibility of the principal to give such leadership to his staff that all members will acquaint themselves with the objectives of the Health and Personal Development program and sincerely attempt to discover and utilize to the full the opportunities existing in their other courses they teach for building the attitudes discussed in the Health and Personal Development program to the end that a co-ordinated and consistent school-wide program may be achieved.

3. Cycling

The material of Health and Personal Development is arranged to permit of cycling in Grades VII and VIII where these grades are taught as a combined class in some subjects. The teacher should remember, however, when planning the work for a combined class, that there are certain topics which every pupil should cover in Grade VII while others require the maturity of Grade VIII. Generally, the topics are so arranged that the Grade VII course will be taken one year and the Grade VIII course another year.

4. Scheduling

The nature of this course is such that its potentialities cannot be fully realized in a class in which boys and girls are not together for some discussion. **Thus, for this program, the system wherein the boys take Physical Education while the girls take Health Education is undesirable.** It is recognized that some system of scheduling, which will allow the separation of boys and girls for Physical Education is essential in many schools; but it is suggested that there is justification for grouping with Physical Education some subject in which class discussion involving both boys and girls is not so necessary.

The block system of scheduling provides opportunities for some integration of Health and Personal Development with other subject areas. Many topics in this course are related to Science and others to Social Studies or Literature. The necessary pupil research, with its consequent organization and reporting of facts, lends itself to correlation with language teaching. Mathematics are involved in the necessity for the collection and interpretation of data, particularly in many physical health areas. In short, Health and Personal Development can be justifiably blocked with the major subject fields, or it can be presented outside the block if such a procedure is more convenient. **Effectiveness of instruction will be governed, not by the block within which the course is taught, but rather by the adequacy of the time allotment and, more important, by the skill and resourcefulness of the teacher.** The teacher of Health and Personal Development should, if possible, teach another subject to the classes he meets. The associations thus established between the teacher and his students should assist him in examining the various areas suggested in the Health and Personal Development program.

III. PRIMARY REFERENCES

GRADE VII

1. FOR HEALTHFUL LIVING: Jones, Morgan and Landis
2. YOU'RE GROWING UP: Shacter, Jenkins and Bauer, or ABOUT GROWING UP: National Forum Inc.

GRADE VIII

1. GOOD HEALTH FOR BETTER LIVING: Jones, Morgan and Landis
2. INTO YOUR TEENS: Shacter, Jenkins and Bauer, or BEING TEEN-AGERS: National Forum Inc.

GRADE IX

1. YOUTH AND TOMORROW: Clarke and Woodsworth
- *2. PERSONALITY AND SCHOOL: Bliss (1956-57 only)
3. BUILDING HEALTH: Williams
4. 4-SQUARE PLANNING FOR YOUR CAREER: Hamrin
5. FACTS ABOUT ALCOHOL: McCarthy

***Note:**

PERSONALITY AND SCHOOL has served as the primary reference in Personal Development for Grade IX for several years. It is being replaced by YOUTH AND TOMORROW but will be retained during the school year 1956-57 as a parallel reference with YOUTH AND TOMORROW; in subsequent years it will be listed as a secondary reference, although teachers who wish to use it as a primary reference may continue to do so. This curriculum guide, however, does not show page references from PERSONALITY AND SCHOOL. The 1953 edition made the following references:

Unit I: Chapters 1-5, 9-14, 15-28, 39

Unit V: Chapters 9, 29-36, 38, 40

Unit VI: Chapters 1, 9, 31, 33, 37, 38

Unit IX: Chapters 41-49.

IV. SECONDARY REFERENCES

ENJOYING HEALTH: Jones, 1952

This book was written to follow Building Health, the Grade IX primary reference. However, it contains excellent supplementary material for Units II, IV, and VII of Grades VII, VIII, and IX with suggestions for both individual and group work. Though it has some material for Units II and VIII it will prove less useful for these units. Since the book is American, there is no material on the public health picture in Alberta and Canada.

Seven chapters of the book relate to personal development and would have some value for this portion of the course.

HEALTH AND SAFETY FOR YOU: Diehl and Laton, 1954

The approach of this book is general with the authors anticipating committee work by classes. The first two chapters provide an excellent introduction to the study of health. These are followed by two chapters relating to safety and first aid that will prove very useful in discussing Unit VII on safety in Grades VII to IX. The major part of the book deals with the various functions of the body, how each may be maintained at a high level of efficiency, and the common malfunctions and diseases sometimes associated with them.

The chapter on stimulants and narcotics provides information on tobacco and alcohol that will provoke good discussion in the grades where these general topics are discussed. Control of micro-organisms, the prevention of communicable diseases and the need for a health inventory are adequately dealt with. For students of Grade IX and the senior high school Chapter 27 outlining occupational opportunities in the field of health will prove very interesting.

The exercises at the conclusion of each chapter, the nature of the explanatory diagrams, and the method of treatment combine to make this a good supplementary reference.

UNDERSTANDING HEALTH: Goldberger and Hallock, 1950

A well-illustrated book written in a clear, interesting style and at a level that junior high students will generally understand, "Under-

standing Health" provides good coverage in such topics as the endocrine glands, the control and prevention of disease, and recent discoveries in health. For additional information on safety and care of the sick and injured the student will find the book very helpful. The material on antibiotics will add to the understanding of Grade VIII students in the section of Unit III relating to how man fights disease. American statistics on leading causes of death can be compared with Canadian statistics in Unit III, Grade IX. Again, for the Grade IX student the book has a chapter providing basic information about alcohol.

Altogether, it will prove an excellent source of information to supplement the primary references, more particularly in Grades VIII and IX. Teachers will like it for the introductory exercises and for its excellent glossary.

CANADIANS, A BOOK OF BIOGRAPHIES: Henry, 1950

This book is devoted to the life stories of twenty men and women who have contributed to the development of Canada. Various types of activity such as prospecting, exploration, the work of a naturalist, mission work, music, art, writing, are represented. Living under a variety of circumstances, some favourable and others unfavourable, these people made their own lives a success, and contributed to the well-being of others. All regions of Canada are represented in these sketches from Newfoundland to British Columbia and the Northwest Territories.

It will be of most value in Unit IX, Section III, of the Grade VII course which deals with biographies of famous men and women and the contribution they made to the life of their day.

GROWING UP: Billet and Yeo

The authors have presented the problems that teen-agers commonly face in growing up. Particular attention has been paid to future planning and getting along with others. Questions relating to personal care, hygiene, and mental health are answered in a logical, reasonable manner. Problems are presented and the reader is then asked to determine the best possible solution. Teachers will find the charts particularly valuable. The case histories given are pertinent to problems facing the average young person.

The book is especially applicable to the material of Units I, V, and IX, Grade IX, though students in the other grades of junior high school would benefit from reading it. Information for Unit I may be found in Chapter VI (Abilities Everyone Should Have), Chapter IX (Your Interests and Activities) and Chapter XI (Educational Planning). Parts of Unit V are well covered in Chapter V (Mental and Emotional Health and Fitness), Chapter VII (Personal Appearance) and Chapter VIII (Your Relations with Others), Chapter IX (Your Interests and Activities), and Chapter XII (Right and Wrong). Unit IX is very well presented in Chapter I (You and Your Future), Chapter IX (Your Interests and Activities), and Chapter X (Preparation for Vocational Choice). The suggested questions and activities at the end of each chapter should provoke discussion.

YOU AND YOUR LIFE: Randolph, Pixley, Duggan, and McKinney, 1951

The authors have produced in very readable form an analysis of the questions of most common concern to teen-agers in their everyday association with each other in the school, in the home and in the community.

For purposes of the Health and Personal Development course it will prove very useful for Grade VII, Units VI, and IX, and in Grade VIII, Units I, VI, and IX. The remainder of the book contains excellent background material for Grade IX, particularly in Units V and VI. As for leisure time, the authors have attempted to encourage in students an appreciation of good books, and the value to be obtained from music, art, and motion pictures. Each chapter concludes with a list of questions to think about and activities that might be carried out individually or in the group.

ONE HUNDRED GUIDANCE LESSONS: Endicott, 1942

As the title suggests, this book is divided into one hundred lessons each of which outlines a problem common to students in junior and senior high schools. A carefully chosen illustration of the problem is given to show its importance, a few explanatory paragraphs suggest various approaches, a series of questions for group discussion, and definite projects to be carried out by the students are provided. Teachers will find very useful the suggestions listed for the direction of group leaders. The language level would seem to be most suitable for Grade IX. Lessons 24-34 and 40-45 apply particularly to Unit I. In lessons 46-78 the student will find considerable material for Units V and VI. Lessons 79-88, under the general heading of planning your life work, and lessons 96-100, under the heading of looking towards the future, are pertinent to Unit IX.

Though this book has not been revised for some years the general approach is such that it will prove a useful supplementary reference.

Additional Secondary References, Grades VII, VIII, and IX

1. **FIRST AID TO THE INJURED:** St. John Ambulance Association
2. **HEALTH EDUCATION, Book 3:** Rae Chittick

The letters or symbols used with general references at the end of the units are explained as follows:

* This pamphlet has been distributed by the Guidance Branch and a copy should be available in the school.

DPH —Copies are available from the Department of Public Health, Health Education Branch.

(1) —The number in the brackets indicates the number of copies **per classroom** that are available for distribution.

GB —Available from the Guidance Branch, Department of Education.

- FA —Few copies still available until present supplies are exhausted.
- T-ref —Teacher's Reference Book.
- S-ref —Secondary Reference Book.
- S-lib —A book that may be in the school library because it is or has been on the reference list for some other subject or on the free-reading list.
- SBB-so—Available from the School-Book Branch on special order.

HEALTH AND PERSONAL DEVELOPMENT—OVERALL CHART

| GRADE SEVEN | GRADE EIGHT | GRADE NINE |
|--|---|--|
| <p>UNIT I—SCHOOL LIFE</p> <p>SECTION I—School Organization and Administration</p> <p>SECTION II—Student Activities</p> <p>SECTION III—Improving School Work</p> <p>UNIT II—PERSONAL HEALTH INVENTORY</p> <p>SECTION I—Posture</p> <p>SECTION II—Skin, Hair and Fingernails</p> <p>SECTION III—Eyes, Ears, Nose, and Throat</p> <p>SECTION IV—Other Important Considerations</p> <p>UNIT III—MEN OF MEDICAL SCIENCE</p> <p>SECTION I—Medical Men in Early Civilizations</p> <p>SECTION II—The Renaissance of Medical Knowledge</p> <p>SECTION III—Conquerors of Communicable Disease</p> <p>SECTION IV—The Great Humanitarians</p> <p>SECTION V—The Medical Scientists of Recent Times</p> <p>UNIT IV—DISEASE PREVENTION</p> <p>SECTION I—Prevention of Colds</p> <p>SECTION II—Diseases Common Among Children</p> <p>SECTION III—Immunization</p> <p>UNIT V—STANDARDS AND VALUES FOR THE INDIVIDUAL</p> <p>SECTION I—Social Needs of the Individual</p> <p>SECTION II—Desirable Qualities in an Individual</p> <p>SECTION III—The Development of Courtesy and Good Manners</p> <p>SECTION IV—The Importance of Individuality as Well as Conformity</p> <p>UNIT VI—STANDARDS AND VALUES IN GROUP LIFE</p> <p>SECTION I—Good Family Relationships</p> <p>SECTION II—Good School Relationships</p> <p>SECTION III—Relations With the Public</p> <p>UNIT VII—GROWTH AND THE BODY STRUCTURE</p> <p>SECTION I—Factors Affecting Growth in Height and Weight</p> <p>SECTION II—The Framework of the Body</p> <p>SECTION III—The Muscles</p> <p>UNIT VIII—SAFETY IN THE HOME</p> <p>SECTION I—Falls</p> <p>SECTION II—Fires</p> <p>SECTION III—Poisonings</p> <p>SECTION IV—Cuts and Wounds</p> <p>SECTION V—Asphyxia</p> <p>UNIT IX—CORNERSTONES OF SUCCESS</p> <p>SECTION I—Preparation for the "First Job"</p> <p>SECTION II—Thrift Habits</p> <p>SECTION III—Biographies of Famous Men and Women</p> | <p>UNIT I—SUCCESS IN SCHOOL</p> <p>SECTION I—School Organization and Administration</p> <p>SECTION II—Student Activities</p> <p>SECTION III—Study</p> <p>UNIT II—PATTERNS OF GROWTH</p> <p>SECTION I—Factors Affecting Growth</p> <p>SECTION II—Growth Problems of Adolescence</p> <p>UNIT III—MEDICAL MILESTONES</p> <p>SECTION I—Conquest of Disease by the Development of New Drugs</p> <p>SECTION II—Electronic and Nuclear Devices in Modern Medicine</p> <p>SECTION III—Dangers of Self-Prescription</p> <p>SECTION IV—Mental Health</p> <p>UNIT IV—PREVENTING THE SPREAD OF INFECTION</p> <p>SECTION I—Caring for Infectious Diseases at Home</p> <p>SECTION II—Responsibility of the School in Curbing the Spread of Infection</p> <p>UNIT V—BEHAVIOR AND PERSONAL STANDARDS</p> <p>SECTION I—Setting the Goal</p> <p>SECTION II—The Individual in the Group</p> <p>SECTION III—Standards of Behavior</p> <p>UNIT VI—GROUP LIFE</p> <p>SECTION I—Nature and Requirements of Group Life</p> <p>SECTION II—Group Living and The School</p> <p>SECTION III—Democracy in Group Living</p> <p>SECTION IV—The Group and Leisure-Time Activities</p> <p>UNIT VII—NUTRITION AND BODY NEEDS</p> <p>SECTION I—Purposes of Food</p> <p>SECTION II—Basic Food Elements and Their Importance</p> <p>SECTION III—The Process of Digestion</p> <p>SECTION IV—Metabolism</p> <p>UNIT VIII—SAFETY AT SCHOOL</p> <p>SECTION I—School Accidents</p> <p>SECTION II—Special Hazards in Various Rooms</p> <p>SECTION III—Fire Drill</p> <p>SECTION IV—Accidents That Happen on the Way To and From School</p> <p>SECTION V—First Aid Facilities in The School</p> <p>SECTION VI—Drowning</p> <p>SECTION I—Work in the Community</p> <p>SECTION II—Learning and Work</p> | <p>UNIT I—EFFECTIVE LEARNING</p> <p>SECTION I—School Organization and Administration</p> <p>SECTION II—Study Habits</p> <p>UNIT II—HEALTH RESPONSIBILITIES OF THE ADOLESCENT</p> <p>SECTION I—Assuming Responsibility for One's Own Health</p> <p>SECTION II—Helping One's Glands to Work Normally</p> <p>SECTION III—Making the Best Use of One's Senses</p> <p>UNIT III—THE CHANGING HEALTH PICTURE</p> <p>SECTION I—Population Changes</p> <p>SECTION II—Factors Affecting the General Health Picture</p> <p>SECTION III—A Study of the Alcohol Question</p> <p>UNIT IV—PERSONAL AND COMMUNITY</p> <p>SECTION I—The Body Protects Itself Against Disease</p> <p>SECTION II—Factors Influencing the Resistance of the Body to Disease</p> <p>SECTION III—The Community Protects Itself Against Disease</p> <p>UNIT V—INDIVIDUAL GROWTH</p> <p>SECTION I—Knowing Myself</p> <p>SECTION II—Individual Needs</p> <p>SECTION III—Behavior as a Result of Needs</p> <p>SECTION IV—Developing Character</p> <p>UNIT VI—GROUP LIFE</p> <p>SECTION I—Getting Along With Others in the Group</p> <p>SECTION II—Living With Other People</p> <p>SECTION III—Democratic Living</p> <p>UNIT VII—THE TRANSPORTATION SYSTEM OF THE BODY</p> <p>SECTION I—The History of Man's Thinking about the Heart and Blood</p> <p>SECTION II—The Heart</p> <p>SECTION III—The Blood</p> <p>SECTION IV—How The Body Uses Oxygen</p> <p>UNIT VIII—SAFETY ON THE ROAD</p> <p>SECTION I—Highway Safety for Pedestrians</p> <p>SECTION II—Dangers Created by Cyclists and Dangers to Cyclists</p> <p>SECTION III—One's Responsibility in Becoming a Safe Driver</p> <p>SECTION IV—Common Causes of Highway Accidents</p> <p>SECTION I—Work Demands Respect</p> <p>SECTION II—Employment Available in Alberta for Students With a Grade IX Education</p> <p>SECTION III—The opportunities for Further Education</p> <p>SECTION IV—Getting a Job and Succeeding in It</p> |

UNITS FOR GRADE VII

GRADE SEVEN — UNIT I — SCHOOL LIFE

(Suggested time allotment: 3 - 4 weeks)

INTRODUCTORY STATEMENT

The Grade VII student faces the problems of transition from elementary school to junior high school. **As an outcome of the work of this unit he should have acquired the understanding that careful planning and hard work are important factors in success at school.** He should be able to plan and carry out a schedule to make the best use of his available time. He should know the school rules and regulations and the importance of conforming to them.

PRIMARY REFERENCES

About Growing Up, Chapters 1, 2, 4, 5, 7, 11, 12, 13.

You're Growing Up, Pages 9, 14-16, 144-146, 220-224, 229-232.

CAUTION

As few as six periods and not more than twelve will be allotted to this unit. To take more is to deprive some other unit of its rightful share of time. **It is not intended that all topics be discussed in detail.** The following **suggested** time allotment will serve as a guide:

Section I —one to three periods

Section II —two to three periods

Section III—two to three periods

Review and evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| I. SCHOOL ORGANIZATION AND ADMINISTRATION | |
| A. Know Your School | The emphasis should not be on physical differences, but on the differences in outlook and attitude required of junior high school students. |
| 1. Differences between elementary and junior high school | |
| a. Increasing maturity requires greater personal responsibility and self-control. | |
| b. Students are juniors in a new situation and no longer seniors as they were in Grade VI. | |
| c. More homework requires that better study habits be developed. | |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>About Growing Up, Chapter 1</p> <p>You're Growing Up, Pages 14-16</p> <p>2. The geography of the school</p> <ol style="list-style-type: none"> the school plant itself <ol style="list-style-type: none"> special rooms auditorium nurse's room grounds <ol style="list-style-type: none"> playing areas their organization | <p>This topic should be varied according to the situation. Large schools may find extensive treatment desirable; very small schools may consider little emphasis necessary. Maps of the school might be made and conducted tours planned.</p> |
| <p>About Growing Up, Chapter 12</p> <p>3. Personnel of the school and services provided</p> <ol style="list-style-type: none"> the principal and other administrators counsellors home room and other teachers school nurse office staff classmates janitorial staff | <p>Students should know the names of those teachers and administrators with whom they will come in contact. They should be especially well acquainted with teachers who will be actually teaching them. They should know how to arrange interviews with counsellors, principal, and school nurse, and should be aware of the services rendered by these and other members of the school staff. New class members should be made welcome and introduced to all the students in the class.</p> |
| <p>About Growing Up, Chapter 2</p> <p>You're Growing Up, Page 9</p> <p>B. The Daily Schedule</p> <ol style="list-style-type: none"> Compulsory subjects Exploratory subjects Daily timetable Length of periods Breaks, and their length Bells and signals, and their meanings <p>Junior High School Handbook, Chapter 2</p> | <p>The junior high school system of compulsory and exploratory subjects should be explained. The reason for having exploratory subjects and, where applicable, the reasons why a student's choice of these subjects may be limited should also be explained.</p> <p>The bell and signal system should be clearly understood by the students.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>C. School Rules and Regulations</p> <ol style="list-style-type: none"> 1. Absences 2. Lateness 3. Detention 4. Traffic regulation and powers of school patrol 5. Firedrill 6. Behavior with regard to: <ol style="list-style-type: none"> a. lockers b. hallways c. washrooms d. library e. playground f. study hall g. gymnasium h. lost and found articles i. parking of bicycles | <p>Students should be familiar with the rules which they are expected to obey. Discussions about the necessity for various rules will result in greater understanding. An address by a traffic officer might be valuable. In rural centralizations, a school bus driver might be invited to talk to the class on the rules for conduct and safety on the buses. When procedure for handling lost and found articles is being discussed, the student's responsibility for the safekeeping of his own property should be stressed.</p> |
| <p>About Growing Up, Chapter 12</p> <p>You're Growing Up, Pages 220-224, 229-232.</p> | |
| <p>II. STUDENT ACTIVITIES</p> <p>A. Extra-curricular Activities in the School</p> <ol style="list-style-type: none"> 1. Available clubs 2. Athletics 3. Social activities | <p>Under the direction of the teacher the students should collect and report information about these topics. The value of participating in extra-curricular activities should be stressed. The danger of becoming involved in too many activities must be recognized by students.</p> |
| <p>About Growing Up, Chapter 7</p> | |
| <p>B. The Students' Union</p> <ol style="list-style-type: none"> 1. Purposes 2. Officials 3. Nomination and election procedures 4. Time, place and purpose of executive meetings and general meetings | <p>The purpose of this topic is to make sure that the students know what a students' union is and what it does for them. The responsibilities of membership should be clear to the students.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>C. Parliamentary Procedure</p> <ol style="list-style-type: none"> 1. Duties and responsibilities of the president, secretary and other officials 2. How to: <ol style="list-style-type: none"> a. open a meeting b. make a motion c. second a motion d. amend a motion e. conduct a vote f. nominate from the floor <p>About Growing Up, Chapter 13</p> | <p>The topic might be made more vital by working it into the larger student government organization. On the home-room basis, various offices could be filled in rotation so that each student may acquire experience. The room representative should report on matters being discussed by the students' council, and discussion of these could provide worthwhile business. If proper procedure is taught as a preliminary step, such meetings will offer useful experience. Decisions by the class on current council issues might be reported to the council by the room representative. Such meetings could well extend throughout the year. The students' previous knowledge of and experience with student government should be fully utilized.</p> |
| <p>III. IMPROVING SCHOOL WORK</p> <p>A. Information from Last Year's Report Card</p> <ol style="list-style-type: none"> 1. What are strong points? 2. What are weak points? 3. Is the punctuality record as good as it can be? 4. How can the citizenship and personality record be improved? <p>B. How Can Work Be Improved?</p> <ol style="list-style-type: none"> 1. Budgeting time 2. Good study methods 3. Studying under best conditions possible 4. Finding out how each teacher thinks his subject can best be learned | <p>This topic provides a good opportunity for correlation with social studies - language in that student government will probably have been studied and applied to that subject field.</p> <p>Students should be led to see that the report card means more than the number of "H's" and "A's" it contains. A discussion might bring out the fact that students usually work harder in subjects in which they make higher marks. Why? Would an equal effort in the weak subjects result in improvement?</p> <p>Grade VII pupils will not be interested in technical discussions on how to improve reading, arithmetic and other subjects. Hence this subject should be treated as simply as possible. Reading the reference material, class discussion and making simple lists of "study tips" may serve the purpose. Other teachers might be asked to co-operate by discussing with</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>5. Developing an interest in each subject so that student is willing to try to do as well as possible</p> <p>About Growing Up, Chapters 4, 5</p> <p>You're Growing Up, Pages 144-146</p> | <p>their classes the best methods of study in their subjects. Frequent "follow-ups" will be necessary if any general improvement in study habits is to be achieved.</p> |

ADDITIONAL SOURCES

S-ref: **The Junior High School Handbook**, Department of Education, Chapter 2, 3

S-ref: **You and Your Life**: Randolph, Pixley, Duggan, McKinney, Part 1, Section 1-5.

T-ref: **Psychology for Living**: Sorenson and Malm, Chapters 15, 16, 17.

SBB-so: **Clubs Are Fun**: Letton and Ries, Junior Life Adjustment Booklet (40 pages)

SBB-so: **Getting Along in School**: Neugarten, Junior Life Adjustment Booklet (40 pages).

GRADE SEVEN — UNIT II — PERSONAL HEALTH INVENTORY

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

Since this is the first unit of the course concerned with physical health, emphasis is placed upon the need for developing good health habits. **As an outcome of the work of this unit the student should acquire the understanding that simple care and sound health practices aid one's general appearance and physical condition.** He should be encouraged to take pride in grooming and personal habits.

PRIMARY REFERENCES

About Growing Up, Chapter 25

You're Growing Up, Pages 41-44, 119-137, 184-191, 195-209, 214, 216-217

For Healthful Living, Pages 45-48, 53, 60-72, 117-140, 192-193.

CAUTION

Only eight to fifteen periods at most will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be discussed in detail.** The following **suggested** time allotment will serve as a guide:

Section I—two to three periods

Section II—two to three periods

Section III—one to three periods

Section IV—one to three periods

Review and evaluation—two to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|------------|--|
| I. POSTURE | At the beginning of the unit the teacher might obtain from the class a list of factors that contribute to a pleasing appearance. Emphasis should not be on the structures of the parts of the body concerned, but rather on how a person can make the most of his appearance through proper care and grooming. The study of posture should be restricted to the effect it has on the appearance and health of the body. In this unit the skin and teeth receive major emphasis. The eyes and ears are studied in some detail in Grade IX, Unit II. Further study of body structure is dealt with in Grade VII, Unit VII. |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| A. Effect of Posture <ol style="list-style-type: none"> 1. On impression created 2. On appearance of clothes 3. On health <ol style="list-style-type: none"> a. muscles b. skeleton c. internal organs | <p>The impression of alertness, intelligence and self-confidence created by good posture might be emphasized. Demonstrations by students of the effect of posture on the appearance of clothes would be useful.</p> |
| B. Causes of Poor Posture <ol style="list-style-type: none"> 1. Fatigue 2. Rapid growth 3. General health 4. Carelessness 5. Disease 6. Lack of confidence 7. Compensation by students taller than the average 8. Ill-fitting clothing and shoes 9. Unsuitable desks and chairs | <p>A posture survey may be made using the screening technique. A full-length mirror can be used to examine the posture of the students from front and side views. Defects such as the following should be noted: head forward, round shoulders, prominent abdomen, hollow in the lower back, one shoulder higher than the other, toeing out, ankles turned inward, fallen arches.</p> |
| C. Corrective Exercises <ol style="list-style-type: none"> 1. Book-on-head 2. Wall test 3. Sitting and rising correctly 4. Exercises for strengthening muscles | <p>The exercises at the left, and others which the teacher and pupils may be able to devise, will aid in correcting posture defects. Value will be obtained only if such exercises are performed consistently.</p> |
| II. SKIN, HAIR AND FINGERNAILS A. Factors Contributing to a Good Complexion <ol style="list-style-type: none"> 1. Proper diet 2. Sleep 3. Cleanliness 4. Exercise in the fresh air 5. Sunshine 6. Regular elimination 7. Proper method of washing face | <p>Pupil research should result in the discovery of additional factors.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>B. Skin Problems</p> <ol style="list-style-type: none"> 1. Pimples 2. Acne 3. Blackheads 4. Boils 5. Moles and warts | <p>Care must be taken to keep any discussion of skin blemishes impersonal.</p> <p>The importance of using individual toilet articles should be stressed.</p> <p>Communicable skin diseases such as scabies and impetigo are taken in Grade VIII, Unit IV.</p> |
| <p>C. Care of the Hair</p> <ol style="list-style-type: none"> 1. Washing the hair 2. Value of brushing 3. Arranging the hair 4. Problems of the hair <ol style="list-style-type: none"> a. dandruff b. excessive oiliness c. tonics and other preparations for the scalp | <p>A panel discussion would be an effective method of dealing with this topic.</p> |
| <p>D. Care of the Nails</p> <ol style="list-style-type: none"> 1. Importance of cleanliness 2. Pushing back cuticle 3. Caring for hangnails 4. Prevention of ingrown toenails | |
| <p>III. EYES, EARS, NOSE AND THROAT</p> | <p>The teacher should be alert to detect signs of eyestrain. Preventive care should be taken in the classroom through proper lighting, good posture while reading, and the avoidance of glare. The effect of eyestrain on the appearance and general health might be examined.</p> |
| <p>A. Signs of Eye Strain</p> <ol style="list-style-type: none"> 1. Squinting 2. Blinking 3. Watery eyes 4. Inflammation 5. Holding a book too close | |
| <p>B. Good Hearing</p> <ol style="list-style-type: none"> 1. Signs of strain 2. Means of combatting strain | <p>Students might test each other's hearing by the whisper test and the watch test. The value and acceptability of hearing aids could be discussed.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>C. Possible Effects of Diseased Tonsils and Adenoids on the Appearance, Breathing, Speech and Vitality.</p> | <p>Treatment of this topic should be of a general nature. Students should understand the possible long-range effects of diseased tonsils and adenoids.</p> |
| <p>IV. OTHER IMPORTANT CONSIDERATIONS</p> | |
| <p>A. Teeth</p> | <p>Students might examine their teeth with a mirror in a good light. Defects to be noted might include discoloration, tartar, and malocclusion (teeth not meeting properly). The work of the orthodontist in correcting crooked or protruding teeth should be discussed.</p> |
| <p>1. Effect of discolored, decayed or uneven teeth on appearance.</p> <p>2. Causes of tooth decay</p> <ol style="list-style-type: none"> poor diet improper cleansing excessive use of acid-forming sweet foods <ol style="list-style-type: none"> carbonated drinks chewing gum | <p>The proper method of brushing teeth and the importance of doing so immediately after eating should be understood. Rinsing the mouth with water to reduce acid concentration after eating sweets is also recommended.</p> |
| <p>3. Choosing a dentifrice</p> | <p>An objective might be the development of a critical attitude toward advertisements appearing in magazines. Some discussion of what dentifrices contain should prove useful.</p> |
| <p>B. The Effects of Smoking</p> | <p>The stained teeth and finger nails, and the tobacco breath of the smoker present an added problem in grooming. The effect of smoking on the wind and, therefore, its relation to maintaining oneself in top physical condition might be considered. What about the cost of smoking?</p> |
| <p>1. Effect on appearance</p> <ol style="list-style-type: none"> stained teeth fingers and finger-nails <p>2. Effect on the health</p> | |
| <p>C. Underweight</p> | <p>Underweight may be more prevalent than overweight in Grade VII. The relationship of weight to health should be examined. In using weight tables it must be understood that the weights are average and that normal weights range above and below the weights given.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|----------------------|
| <p>D. Vitality</p> <ol style="list-style-type: none"> 1. How vitality contributes to the appearance 2. Factors affecting vitality <ol style="list-style-type: none"> a. adequate sleep b. good nutrition c. optimistic outlook d. confidence e. a happy environment | |

ADDITIONAL SOURCES

S-ref: **Understanding Health**, Goldberger and Hallock, Pages 36-39, 48-63, 68-76, 188.

S-ref: **Enjoying Health**, Jones, Pages 23-26, 99-111, 117-124, 133-136, 144-150, 175-176.

S-ref: **Health and Safety for You**, Diehl and Laton, Pages 115-119, 168-183, 248-256, 342-344.

S-ref: **Growing Up**, Billett and Yeo, Pages 105-113, 171-183, 191-200.

T-ref: **Health Observation of School Children**, Wheatley and Hallock, Chapters 2, 6, 7, 8, 9.

T-ref: **Health for You**, Crisp, (Grade X primary reference) Chapters 2, 4-10.

GB: **Questions and Answers on Smoking**

* **Posture's Important When You're in the Teens**, Department of National Health and Welfare, Physical Fitness Division. (18 pages). Free from Community Recreation Branch, Department of Economic Affairs, Room 218, Alberta Block, Edmonton. Queen's Printer at Ottawa at 10c per copy.

DPH (1) **Crooked Teeth—Crooked Faces**, Department of National Health and Welfare, Dental Health Division. (10 pages).

* Dental Health Manual, Department of National Health and Welfare, Dental Health Division. (52 pages). Further copies, Queen's Printer, Ottawa.

DPH **Teenagers' Toothtest**, Department of National Health and Welfare. (Leaflet)

DPH (2) **Dental Health Guide for Teachers and Parents**, Canadian Dental Association. (Leaflet)

*GB (1) **FA Do You Know These Facts about Vision and School Achievement?** American Optometric Association. (Leaflet)

DPH (1) **What Teachers See**, Metropolitan Life Insurance Company. (32 pages).

GRADE SEVEN — UNIT III — MEN OF MEDICAL SCIENCE

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work in this unit the student should have acquired the understanding that man's progress toward healthful living began when he looked for natural, rather than supernatural, causes of diseases and took steps to discover and eliminate these causes. They should know something of the contributions that men have made through the ages to bring medicine to its present state.

PRIMARY REFERENCES

Resources other than the primary references must be used. Some are listed at the end of the unit.

CAUTION

Only eight to fifteen periods will be available for this unit. To take more time is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be dealt with in detail.** The following time allotment might be reasonable under most circumstances:

Section I—one to two periods

Section II—two to three periods

Section III—one to two periods

Section IV—two to three periods

Section V—one to two periods

Review and evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| I. MEDICAL MEN IN EARLY CIVILIZATIONS | Some work on the history of medicine has already been done in the elementary grades. A pretest would be advisable to avoid duplication. Other contributors to progress in health through the ages may be substituted for those listed if they have already been studied or if suitable reference material is available. The aim is to have students appreciate the progress of medicine rather than have them know isolated facts about selected men. A time chart of the men in this unit with their chief contribution would place them in proper sequence. |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>A. Hippocrates, the Father of Medicine</p> <p>B. Aristotle, the Father of Biology</p> <p>C. Galen, the Medical Philosopher</p> | <p>Early man believed that illness was caused by demons and evil spirits. Discuss methods used by him to placate demons through ceremonies, charms, sacrifices, and trips to the supposed dwelling places of the spirits. The students should note the contributions to health knowledge by the Greeks, Romans, Jews and other early peoples.</p> <p>The Hippocratic Oath could be examined for any relationship to modern practice. Consideration should be given to the reasons for the importance attached to Galen's teachings. Where did the weakness lie in his approach?</p> |
| <p>II. THE RENAISSANCE OF MEDICAL KNOWLEDGE</p> <p>A. Vesalius, the First Anatomist</p> <p>B. Leeuwenhoek, the Father of the Microscope</p> <p>C. Harvey, the Discoverer of Blood Circulation</p> <p>D. Malpighi, the Father of Microscopic Anatomy</p> | <p>As an introduction bring out the features of medicine and sanitation during the Dark Ages, noting the belief in witchcraft and alchemy, improper sewage disposal, crude surgical and dental operations, reasons for the spread of plague and other communicable diseases.</p> <p>The class should understand how the printing press influenced the progress of medicine, and renaissance art the study of anatomy. The contributions of Vesalius, Leeuwenhoek and Harvey should be considered in light of the learning of their day. How Malpighi's work completed that of Harvey should be understood.</p> |
| <p>III. CONQUERORS OF COMMUNICABLE DISEASE</p> <p>A. Jenner and Vaccination</p> <p>B. Pasteur and the Germ Theory of Disease</p> <p>C. Lister and Modern Surgery</p> <p>D. Koch and Bacteriology</p> | <p>This section provides the student with a basic understanding of the germ theory of disease. The related achievements of Pasteur, Lister and Koch should be explained. The class should report on the work of Jenner as a basis for its understanding of immunization.</p> <p>Explain how Ross discovered the cause of malaria, the most prevalent disease in the world. What are some</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>E. Ross and Malaria Control</p> <p>F. Reed and Yellow Fever Control</p> | <p>of the difficulties in attempting to eliminate it? Point out that the building of the Panama Canal was only possible through the related work of Walter Reed and William Crawford Gorgas.</p> |
| <p>IV. THE GREAT HUMANITARIANS</p> <p>A. Florence Nightingale, Founder of Modern Nursing</p> <p>B. Henri Dunant, the Founder of the Red Cross</p> <p>C. Edward Trudeau, the Founder of the First American Sanitarium for Tuberculosis</p> <p>D. Clifford Beers, the Founder of the Mental Hygiene Movement in America</p> <p>E. Sir William Osler, the Medical Teacher</p> | <p>The following topics should be considered for possible assignment: the influence of Florence Nightingale on nursing, the founding of the Red Cross movement, the history of sanitarium treatment for tuberculosis, the development of the mental hygiene movement.</p> <p>Osler's contribution may be studied in the light of his epitaph, "Here lies the man who admitted students to the wards". To him also is attributed the founding of medical social work. Special interest will obtain from the fact that Osler was a Canadian.</p> |
| <p>V. MEDICAL SCIENTISTS OF RECENT TIMES</p> <p>A. Roentgen, the Discoverer of the X-ray</p> <p>B. Marie and Pierre Curie, the Discoverers of Radium</p> <p>C. Ehrlich, the Discoverer of Salvarsan</p> <p>D. Banting and Best, the Discoverers of Insulin</p> | <p>The persons selected for study in this section were pioneers who opened up new fields of study in medicine. How Roentgen came to discover the X-ray is an interesting subject for report. The work of the Curies is suggested to give the students a basis for the later study of radioactive medicines and therapy. Ehrlich's work might serve as an illustration of the methods used in modern research which result in the discovery of new drugs to combat specific diseases. The work of Banting and his associate should introduce the student to the fact that diseases may be caused by the body failing to produce certain needed chemicals.</p> <p>In conclusion, the students should be told of the challenge posed by the many diseases yet to be conquered.</p> |

ADDITIONAL SOURCES

- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 304-305, 309.
- S-ref: **Canadians, a Book of Biographies:** Henry, Pages 53-60, 138-145.
- T-ref S-lib: **Building Health:** Williams, Grade IX primary reference, Pages 14-16.
- S-lib: **Prose and Poetry for Canadians—Journeys,** Grade VII literature text. Pages 343-373.
- T-ref S-lib: **Microbe Hunters:** de Kruif, Invitation to Read for Senior High Schools, Grade 12 level. Pages 3-24, 57-183, 278-390.
- T-ref S-lib: **Across the Ages:** Capen, Grade IX Social Studies reference. Pages 525-560, 584, 745.
- DPH (2): **Health Through the Ages:** Metropolitan Life Insurance Company, (64 pages).
- DPH (1): **Grist for the Teacher's Mill:** Canadian Tuberculosis Association, (90 pages). Pages 7-25, 72-84.
- *T-ref: **16 American Health Heroes,** Metropolitan Life Insurance Company, (75 pages). Pages 9-12, 37-40, 53-56.
- DPH (1) T-ref: **Cancer—a Manual for High School Teachers;** New York City Cancer Committee, (80 pages). Pages 63-64.
- Secondary School Guide to Junior Red Cross,** Provincial Junior Red Cross Headquarters, 1504 First Street East, Calgary. Pages 29-31.
- *GB (1) FA: **The Story of Healing,** C-I-L Oval, April 1953. (24 pages). Chapters 1, 2, 4.
- Heroes of Health,** The Health League of Canada, 111 Avenue Road, Toronto. (15 pages). Pages 5, 6, 8-12. (5c per copy).

GRADE SEVEN — UNIT IV — DISEASE PREVENTION

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit, the student should have acquired the understanding that many of the diseases of childhood can be prevented by good individual health practices and public health measures. He should understand that the common cold can cause much distress and result in loss of time and money. An examination of such diseases as rheumatic fever should encourage the student to realize the need for adequate health precautions.

PRIMARY REFERENCES

For Healthful Living, Pages 179-182, 190-191, 198-208.

You're Growing Up, Pages 172-183, 192-194, 260-268, 281-295.

CAUTION

It must be remembered that only eight to fifteen periods at most will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that the topics and sub-topics should all be discussed in detail.** The following time allotment might be reasonable under most circumstances:

Section I—three to four periods

Section II—three to five periods

Section III—one to three periods

Review and evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|-------------------------------------|---|
| I. PREVENTION OF COLDS | In Unit III students learned that diseases are caused by bacteria. This knowledge should be extended to include diseases caused by viruses. |
| A. Causes | |
| 1. Viruses | Reports might be prepared on how each predisposing factor contributes to the catching of colds. The added care necessary in cold weather to avoid colds should be emphasized. |
| a. nature of a virus | |
| b. how viruses differ from bacteria | |
| 2. Predisposing factors | |
| a. fatigue | |
| b. poor ventilation | |
| c. poor diet | |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>B. Costliness of Colds</p> <ol style="list-style-type: none"> 1. Absenteeism 2. Possible after-effects <ol style="list-style-type: none"> a. ear and sinus infections b. other complications <p>C. Diet in the Prevention of Colds</p> <ol style="list-style-type: none"> 1. Place of food in building and maintaining resistance <ol style="list-style-type: none"> a. milk b. canned tomatoes and raw cabbage c. other vegetables | <p>An examination of Canada's Food Rules could be the starting point for a study of this subject. Canned tomatoes are mentioned because they are inexpensive sources of Vitamin C and are readily available in winter.</p> |
| <p>II. DISEASES COMMON AMONG CHILDREN</p> <p>A. Diseases of the Lungs</p> <ol style="list-style-type: none"> 1. Tuberculosis 2. Pneumonia 3. Bronchitis <p>B. The Common Communicable Diseases of Childhood</p> <ol style="list-style-type: none"> 1. Measles 2. Mumps 3. Whooping Cough 4. Diphtheria 5. Scarlet Fever 6. Poliomyelitis | <p>From Unit III the student will know that tuberculosis is caused by a specific germ. Though this germ may attack various organs, it generally affects the lungs because it is carried by the air. Pneumonia may be caused by a variety of bacteria or by viruses. Sufficient anatomy should be taught so that the student understands the organs involved.</p> <p>Review the means one can take to protect himself from respiratory infection.</p> <p>With the help of the chart published by the Provincial Department of Health, the regulations for the various communicable diseases can be investigated. The fact should be brought out that these communicable diseases are spread in much the same way as colds. Information is available in the resource book on the number of cases and the number of deaths in some of these diseases.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>C. Rheumatic Fever</p> <ol style="list-style-type: none"> 1. Nature 2. Predisposing factors 3. Danger of heart damage | <p>Rheumatic fever is responsible for most of the organic heart disease in children. An analysis of what it is, its effects and treatment should prove of value.</p> |
| <p>III. IMMUNIZATION</p> <p>A. The Protection Offered by Vaccination and Inoculation</p> <ol style="list-style-type: none"> 1. Smallpox 2. Typhoid 3. Diphtheria 4. Poliomyelitis | <p>The incidence of preventable communicable diseases indicates that there is still a need for education regarding immunization in Canada. Smallpox has become almost of historical interest and deaths from diphtheria are few in number. Progress in the fight against polio should be watched with interest. A report on the Salk vaccine would be pertinent.</p> <p>The students might make a chart showing the diseases for which one may be vaccinated or inoculated and the best age for the protection to be administered. See "You're Growing Up", Page 295. Examination of immunization should concern itself with the protective aspect only. Detailed study of the theory of immunization will be dealt with in Grade X.</p> |

ADDITIONAL SOURCES

- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 158-160, 273-280, 282-284, 295-299, 426-429, 439-447.
- S-ref: **Health and Safety for You:** Diehl and Laton, Pages 208-209, 215-225, 242-243, 398-413, 416-426.
- S-ref: **Enjoying Health:** Jones, Pages 310-328.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 13-19, 196-217.
- S-lib: **Canada Yearbook**, Chapter 5.
- S-lib: **Health for You:** Crisp, Pages 227-306, 382-412.
- DPH: **Canada's Food Rules** (Leaflet)
- DPH (1) T-ref: **What Teachers See**, Metropolitan Life Insurance Company (32 pages).

- DPH (3): **Rheumatic Fever**, Child and Maternal Health Division, Department of National Health and Welfare (9 pages).
- DPH (3): **Respiratory Diseases**, Metropolitan Life Insurance Company (9 pages).
- DPH (3): **It's a Cold, Cold World**, Metropolitan Life Insurance Company (leaflet).
- DPH: **What You Need to Know About T.B.**, Canadian Tuberculosis Association (15 pages).
- DPH: **Communicable Disease Regulations**, Department of Public Health (chart)
- DPH: **Chicken Pox, Scarlet Fever, Measles, Whooping Cough**, Department of Public Health (leaflets)
- DPH: **Grist for the Teacher's Mill**, Canadian Tuberculosis Association, Pages 38-52.
- Health Facts**, Health League of Canada, 111 Avenue Road, Toronto 5, Canada (20 pages). (10¢ per copy).

GRADE SEVEN — UNIT V — STANDARDS AND VALUES FOR THE INDIVIDUAL

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired the understanding that the individual must maintain good moral standards if society is to make progress. An examination of how manners and customs through the ages tended to influence the development of living standards should form a good background upon which to build this understanding.

PRIMARY REFERENCES

You're Growing Up, Pages 50-64

About Growing Up, Chapter 10

CAUTION

It must be remembered that only six to twelve periods will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **All topics and sub-topics need not be discussed in detail.** The following suggested time allotment might be reasonable under most circumstances:

Section I—one to three periods

Section II—one to three periods

Section III—two to three periods

Section IV—one period

Review and evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
|-----------------------------------|---|
| I. SOCIAL NEEDS OF THE INDIVIDUAL | <p>Since earliest times man has lived in groups to satisfy his social needs. Appreciation of these social needs will help the student to understand his own behavior and the behavior of others. Since this unit serves as an introduction to Unit VI, it would be advisable to look over the content of that unit before proceeding. The emphasis here is on the customs and values of other lands and other times to show that society sets standards of behavior to which the individual must conform.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>A. Acceptance or Belonging</p> <p>B. Affection or Being Liked</p> <p>C. Achievement or Importance</p> <p>D. Need for Worship</p> <p>You're Growing Up, Pages 50-64</p> | <p>Students might discuss the advantages of living in groups over living by oneself. Robinson Crusoe's elation on seeing Friday's footprint might be a starting point. Consider the value of the family group in providing social needs. Other groups such as school groups, church groups, cliques and gangs fulfill these needs. Does belonging to certain groups interfere with others fulfilling their desires to be liked and to belong?</p> <p>Discuss ways and means that people throughout the ages have used to show their place in society, such as the use of titles, costumes, parades, and requiring inferiors to bow or kneel. Consider the motivation of such behavior as climbing Mount Everest or running the four-minute mile. Are all ways of satisfying social needs equally worthwhile? What happens when social needs conflict with each other? Through discussion or written report bring out why people go to church and the services rendered by the church. How do people worship outside the church? (prayers, grace)</p> |
| <p>II. DESIRABLE QUALITIES IN AN INDIVIDUAL</p> <p>A. Honesty</p> <p>B. Loyalty</p> <p>C. Kindness</p> <p>D. Friendliness</p> <p>About Growing Up, Chapter 10</p> | <p>Society has come to value certain moral qualities in the individual. Paragraphs written by the students describing qualities possessed by the best-liked person in the school, or describing incidents that illustrate these qualities might be a starting point in the discussion of this topic.</p> <p>Religion has been one of the main influences in developing moral standards. Consider the teachings of the great religious leaders.</p> <p>Stories of people who are remembered for the moral qualities under consideration — Ruth and Naomi, David and Jonathan, and Damon and Pythias—will arouse interest.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| <p>III. THE DEVELOPMENT OF COURTESY AND GOOD MANNERS</p> <p>A. Special Treatment for Certain Classes of People</p> <ol style="list-style-type: none"> 1. Women 2. Older people 3. Children <p>B. Origins of Some of Our Customs</p> <ol style="list-style-type: none"> 1. Tipping the hat 2. Shaking hands 3. Boys walking nearest the curb 4. Table manners | <p>In this unit the origin of some of our customs are investigated. Information can be found in the resource book and in social studies and other reference books. This might be an interesting subject to illustrate by clippings and drawings.</p> <p>Tradition has assigned a certain role to women. An indication is the saying, "a woman's place is in the home". Until recently, custom has denied women the right to education, the franchise, property rights, and certain occupations. On the other hand society has demanded that women be protected and special courtesies be shown to them. For example, in times of danger such as shipwreck, the women and children customarily receive first consideration.</p> <p>At one time children were meant to be seen and not heard. Has there been a change in this attitude?</p> <p>Older people are honored in most cultures, notably in the Chinese culture. Students might do research on the respect shown to older people in various countries.</p> |
| <p>IV. THE IMPORTANCE OF INDIVIDUALITY AS WELL AS CONFORMITY</p> <p>A. Conformity to Customs that are Good</p> <p>B. Individuality When a Choice is Possible</p> | <p>Consider the methods society uses to make people conform to its demands. Conformity in all things is not necessarily desirable. It is well to stress that in many instances it is good to be an individual, especially if the rights and property of other people are involved.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|----------------------|
| C. Refusal to Do Things that Are Bad or Unwise —Listening to One's Conscience | |

ADDITIONAL SOURCES

Sidelights on Social Customs, Resource Book

S-lib: **This Way Please**: Boykin, on the recommended list for junior high school home economics. Pages 1-7.

SBB-so, T-ref: **Helping Children Develop Moral Values**: Montagu, Better Living Booklet (48 pages).

SBB-so: **Let's Talk About Honesty**: Clark, Junior Life Adjustment Booklet (40 pages).

GRADE SEVEN — UNIT VI — STANDARDS AND VALUES IN GROUP LIFE

(Suggested time allotment: 5-6 weeks)

INTRODUCTORY STATEMENT

Unit VI seeks to aid the student in his adjustment to group life. **As an outcome of the work of this unit, he should have acquired the understanding that the actions of the individual in the group must be governed by worthwhile standards.** He should also have acquired the ability to distinguish between his responsibility to his groups and his responsibility to himself. He should have been aided in developing the habit of helping others. He should have gained a further sense of responsibility for his own actions as they relate to the welfare of himself, of his own groups, and of society in general.

PRIMARY REFERENCES

About Growing Up, Chapters 3, 6, 8, 14-18, 26-28, 30
You're Growing Up, Pages 110-118, 138-171
For Healthful Living, Pages 269-294

CAUTION

Only ten to eighteen periods at most will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be discussed in detail.** The following **suggested** time allotment will serve as a guide:

Section I—four to six periods
 Section II—three to six periods
 Section III—two to three periods
 Review and evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| I. GOOD FAMILY RELATIONSHIPS A. With Parents 1. Expressing appreciation for what is provided 2. Confiding in parents a. about personal problems b. as to whereabouts | <p>The ability to get along with others is not innate; it is acquired. In this unit practical suggestions for improving relationships with others are discussed.</p> <p>The care and services rendered by parents in directing the activities of their children should be pointed out in general terms. Students should be made aware that parents not only have affection for their children but want to have pride in them. Therefore, they must require certain standards of behavior.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <ul style="list-style-type: none"> 3. Being punctual <ul style="list-style-type: none"> a. at mealtime b. in arriving home 4. Assuming responsibility for daily tasks 5. Being considerate in use of telephone, radio, and television <p>About Growing Up, Chapters 6, 16, 30</p> <p>You're Growing Up, Pages 138-139</p> | |
| <p>B. With Brothers and Sisters</p> <ul style="list-style-type: none"> 1. Respecting their rights and belongings 2. Doing a fair share of the work 3. Putting things away properly <p>About Growing Up, Chapter 15</p> <p>You're Growing Up, Pages 140-141</p> | <p>"Understanding is the first step in learning to get along with brothers and sisters." Discuss this statement.</p> |
| <p>II. GOOD SCHOOL RELATIONSHIPS</p> <p>A. With Other Students</p> <ul style="list-style-type: none"> 1. Taking steps to be friendly, for example: <ul style="list-style-type: none"> a. saying "hello" or "good morning" or b. beginning conversation 2. Including others in group <ul style="list-style-type: none"> a. making introductions correctly and easily | <p>Develop class discussion as to why some class members participate freely and others rarely take part. If student opinion is freely expressed, some of the diffident ones may realize that theirs is not an unique problem and may gain confidence. The question of whether a leader in one activity is necessarily the best leader in another activity should be examined.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>3. Working on committees</p> <ol style="list-style-type: none"> sharing the work being a good leader being a good follower giving and taking speaking up and expressing opinions <p>4. Taking part in extra-curricular activities</p> <ol style="list-style-type: none"> having something in common with others <p>5. Showing sportsmanship</p> <p>About Growing Up, Chapters 8, 14, 17</p> <p>You're Growing Up, Pages 160-164</p> | |
| <p>B. Teachers</p> <ol style="list-style-type: none"> Understanding teachers' point of view as it applies to: <ol style="list-style-type: none"> student who shows no interest, makes no effort to learn student who distracts class, provokes laughter student who is cheerful, interested, cooperative Teachers are people, too, who: <ol style="list-style-type: none"> have personal problems have needs similar to those of others must also follow rules and regulations | <p>Students are being trained in school to take their places as citizens. They should be encouraged to realize they are working for themselves and not for the teacher. Sometimes students may feel the teacher is unjust in matters of discipline, for example, the wrong person may be punished. The teacher may be likened to an umpire who "calls the game as he sees it" when he requires order, so that the class may continue learning undisturbed. Does sportsmanship apply to the classroom as well as the playing field?</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>3. Responsibilities of student to:</p> <ul style="list-style-type: none"> a. obey rules of school and classroom b. be courteous and friendly to teachers c. merit confidence of teacher <ul style="list-style-type: none"> i. by sustained effort ii. by cooperative attitude <p>About Growing Up, Chapter 3</p> <p>You're Growing Up, Pages 151-157</p> | |
| <p>III. RELATIONS WITH THE PUBLIC</p> <p>A. Behavior in Public Places</p> <ul style="list-style-type: none"> 1. Buses 2. Restaurants 3. Movies 4. Church 5. Sports events 6. Picnics 7. Stores <p>B. Manners Count</p> <ul style="list-style-type: none"> 1. Making introductions 2. Requesting information 3. Behavior with older people <ul style="list-style-type: none"> a. standing when they enter b. offering seats | <p>Behavior that is suitable to the occasion and acceptable to the general public should be discussed. Care should be taken to keep the situation simple and the recommended standard of behavior reasonable for the age level of the student. Skits illustrating good and poor conduct in public places may be carried out.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|----------------------|
| <p>4. Behavior with girls and ladies</p> <p>a. opening doors</p> <p>b. permitting them to leave first</p> <p>c. walking on curb side</p> <p>About Growing Up, Chapters 18, 26, 27, 28</p> | |

ADDITIONAL SOURCES

S-ref: **Growing Up:** Billett and Yeo, Pages 202-228.

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney, Pages 128-165.

T-ref: **Psychology for Living:** Sorenson and Malm, Pages 502-507.

T-ref: **Understanding Your Teen Ager,** Metropolitan Life Insurance Company (20 pages).

SBB-so: **Guide to Good Manners:** Beery, Junior Life Adjustment Booklet (40 pages).

SBB-so: **Getting Along in School:** Neugarten, Junior Life Adjustment Booklet (40 pages).

SBB-so: **How to Get Along With Others:** Neugarten, Junior Life Adjustment Booklet (40 pages).

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>C. Some Environmental Factors</p> <ol style="list-style-type: none"> 1. Well-balanced diet 2. Regular exercise 3. Rest | <p>Discuss the validity of height and weight charts. New charts recognize variations in normal development by providing average weights for various body frames at each age level.</p> <p>Students may report briefly on the foods necessary for the building of cells. Note particularly the importance of proteins, calcium, phosphorous, iron, and Vitamins A and D. The effect of exercise on the heart and lungs, the digestive system, the complexion, on posture, coordination, the feeling of well-being and alertness should be noted. Examine generally the physiological need for sleep, the conditions necessary for healthful sleep, and other ways of obtaining rest.</p> |
| <p>II. THE FRAMEWORK OF THE BODY</p> <p>A. The skeleton</p> <ol style="list-style-type: none"> 1. Function 2. Arrangement <p>B. The Bones</p> <ol style="list-style-type: none"> 1. Varying sizes and shapes 2. Composition 3. Changes in bone substance with growth | <p>A knowledge of the body's structure and its functions is desirable but emphasis should be on sound health practices.</p> <p>An examination of the skeleton will demonstrate how well nature has designed it for functions of protection of the organs, and support and movement of the body.</p> <p>With the help of a chart, analyze the general design of the human framework. For example, the thorax makes a bony cage, and the pelvis a bowl-like structure.</p> <p>A bone split lengthwise might be obtained from a butcher to demonstrate its internal structure. The importance of both mineral and organic matter in the composition of bone should be noted and these substances related to the foods one eats.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| <p>C. The Joints</p> <ol style="list-style-type: none"> 1. Structure <ol style="list-style-type: none"> a. ligaments b. synovial membrane 2. Kinds <p>D. The Foot</p> <ol style="list-style-type: none"> 1. Structure 2. Foot troubles 3. Requirements for properly-fitted shoes <ol style="list-style-type: none"> a. correct size b. proper last c. low heel d. support around the instep | <p>Have the class find out how joints are held together and how friction is eliminated. Locate the various types of joints in the body and demonstrate the kinds of movement possible. Diseases which afflict the joints, such as arthritis, may be studied briefly.</p> <p>The structure of the feet should be examined to show how the body's weight is supported, shock absorbed, and power obtained for walking. Foot troubles such as fallen arches, bunions, and corns should be explained. The effects of high heels, moccasin-type shoes, and stockings with too-short heel should be considered. Students should be led to appreciate that proper care of the feet pays dividends in later life.</p> |
| <p>III. THE MUSCLES</p> <ol style="list-style-type: none"> A. Structure B. Functions <ol style="list-style-type: none"> 1. Holding body erect 2. Moving the body <ol style="list-style-type: none"> a. opposing muscles b. coordination of muscles c. production of heat C. Development and Maintenance of Muscles <ol style="list-style-type: none"> 1. Benefits of exercise 2. Importance of rest 3. Need for a good diet | <p>With the help of a chart show that muscles are designed in size and shape for the work they do, for example, leg muscles are heavy and eye muscles delicate. The work of muscles in holding the body erect should be noted. The action of opposing pairs of muscles and the necessary coordination of nerve impulses to provide for body movement should be explained.</p> <p>Coordination of muscles is developed through practice, for example, in learning to skate or playing the piano. Relate the development of coordination to the ease, grace, and economy of movement of a figure skater or baseball player.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---------|---|
| | <p>Discuss the causes of flabby muscles. Show how good posture is dependent on well-developed muscles. What is muscle tone? Discuss the importance of training for athletic events. Explain the scientific reasons for fatigue.</p> |

ADDITIONAL SOURCES

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 28-45.

S-ref: **Enjoying Health:** Jones, Pages 15-42.

S-ref: **Health and Safety for You:** Diehl and Laton, Pages 92-124.

T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 393-419.

T-ref S-lib: **Health for You:** Crisp, Pages 12-31.

DPH: **Arthritis:** Metropolitan Life Insurance Company (8 pages).

DPH: **Canada's Food Rules** (leaflet).

*DPH (3): **The Care of the Feet:** Department of National Health and Welfare (16 pages).

***Foot Health and How to Buy Shoes:** Footwear Institute of Canada, 2081 Aylmer Street, Montreal, (12 pages each).

***Posture's Important When You're in the Teens:** Physical Fitness Division, Department of National Health and Welfare (18 pages).

GRADE SEVEN — UNIT VIII — SAFETY IN THE HOME

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work in this unit the student should have acquired the understanding that alertness and proper precautions can do much to eliminate many of the accidents that occur in the home. He should know how to apply adequate first aid measures which materially lessen the effects of such accidents. Since statistics show that the very young and the very old are particularly susceptible to home accidents, a feeling of responsibility should be developed in the students for safeguarding younger brothers and sisters and old people who may live in the home.

PRIMARY REFERENCES

You're Growing Up, Pages 222-228, 233-249.

For Healthful Living, Pages 141-145.

About Growing Up, Chapter 21.

CAUTION

It must be remembered that only eight to fifteen periods at the most will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that the topics and sub-topics should all be discussed in detail.** The following time allotment might be reasonable under most circumstances:

Section I—one to three periods

Section II—one to three periods

Section III—one to two periods

Section IV—two periods

Section V—two to three periods

Review and evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
|----------|---|
| I. FALLS | Accidents are the leading cause of death in the 1-14 year age group. Home accidents account for more than two-fifths of all such accidents. The class should be led to appreciate the great cost and the loss of time due to accidents. Graphs portraying the incidence of accidents would be useful. |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>A. Common Causes</p> <ol style="list-style-type: none"> 1. Age as a factor 2. Behavior factors <ol style="list-style-type: none"> a. lack of control b. nervous tension c. unnecessary haste d. thoughtlessness e. fatigue f. carelessness 3. Hazards in the home <p>B. Prevention</p> <p>C. First Aid</p> <ol style="list-style-type: none"> 1. Treatment of shock 2. Treatment of <ol style="list-style-type: none"> a. sprains b. bruises c. dislocations d. fractures | <p>Students might examine the age groups that are most likely to be subject to falls. They could analyze the types of falls and the common resulting injuries. They might discuss why some of their companions seem more accident-prone than others. The teacher should lead them to understand the factors in behavior that contribute to accident-proneness.</p> <p>General principles of first aid should be closely correlated with safety education. The teacher might introduce club activity to teach the principles of first aid. Some time should be devoted to demonstration and practice of first aid procedures, for example, a group might demonstrate steps to reduce shock.</p> |
| <p>II. FIRES</p> <p>A. Common Causes</p> <p>B. Prevention</p> <p>C. Behavior in a Fire</p> <ol style="list-style-type: none"> 1. When clothing is on fire 2. When escaping from a building <p>D. Fire-fighting Equipment</p> <p>E. First Aid</p> <ol style="list-style-type: none"> 1. Treatment of burns 2. Treatment of suffocation 3. Possibility of shock | <p>The class might make a survey of the common causes of fires. In their survey they could suggest methods of eliminating fires around the home. In urban areas the class might make a safety map of the neighborhood, showing fire alarms, water hydrants, and fire lanes.</p> <p>A study of the principles of fire-fighting and the equipment that might be kept in the home should interest the students.</p> <p>Comment briefly on the need for artificial respiration. The method of applying it is discussed in Unit VIII, Grade VIII.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>III. POISONS</p> <p>A. Causes</p> <ol style="list-style-type: none"> 1. The medicine chest 2. Garden insecticides and fungicides <p>B. Prevention</p> <ol style="list-style-type: none"> 1. Labelling 2. Disposing of old medicine bottles 3. Location of <ol style="list-style-type: none"> a. medicine chest b. garden supplies <p>C. First Aid</p> | <p>Steps should be taken to impress upon students the need for examining medicine bottles and insecticides for poison warnings. The teacher should point out the dangers from overdoses of medicine.</p> <p>The class might plan an adequate medicine chest.</p> <p>The class should become familiar with the basic rules for administering first aid to victims of poisoning, for example, milk in quantity is a general antidote.</p> |
| <p>IV. CUTS AND WOUNDS</p> <p>A. Common Causes</p> <p>B. Prevention</p> <p>C. First Aid</p> | |
| <p>V. ASPHYXIA</p> <p>A. Types</p> <ol style="list-style-type: none"> 1. Smothering 2. Choking 3. Strangulation 4. Submersion <p>B. Causes</p> <ol style="list-style-type: none"> 1. Lack of oxygen <ol style="list-style-type: none"> a. obstruction of air passages b. smoke c. carbon monoxide poisoning | <p>A general survey of the causes of asphyxia can be carried out, and preventive measures considered, for example, accidents due to suffocation in abandoned refrigerators are preventable. Students should know what precautions should be taken to prevent electric shock.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|----------------------|
| <p>2. Paralysis</p> <p>a. electric shock</p> <p>b. blow to such locations as the solar plexus</p> <p>C. Preventive and Safety Measures</p> | |

ADDITIONAL SOURCES

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 366-383.

S-ref: **Health and Safety for You:** Diehl and Laton, Pages 26-29.

S-ref: **First Aid to the Injured:** St. John Ambulance Association, Chapters 4, 7, 9-13.

T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 176-181, 343-346, 424-429.

S-lib: **Good Health for Better Living,** Grade VIII primary reference, Pages 243-251, 266-282.

T-ref S-lib: **Health for You:** Crisp, Grade X reference, Chapters 28, 30.

S-lib: **Canada Year Book,** Chapter 5.

DPH (2-3): **First Aid—What to Do While Waiting for the Doctor,** Metropolitan Life Insurance Company (32 pages).

DPH (2-3): **Safety Begins at Home,** Metropolitan Life Insurance Company (8 pages).

Health Facts, The Health League of Canada, 111 Avenue Road, Toronto 5, Ontario (19 pages), 10c a copy.

SBB-so: **Your Safety Handbook:** Dearborn, Junior Life Adjustment Booklet (40 pages).

GRADE SEVEN — UNIT IX — CORNER STONES OF SUCCESS

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work in this unit the student should have acquired the understanding that work habits are important not only at school but also in all jobs that he may do. He should be helped to develop a respect for the contributions of others and an appreciation of the qualities that made these contributions possible.

PRIMARY REFERENCES

About Growing Up, Chapters 24, 30, 31, 32, 33

You're Growing Up, Pages 147-150

For Healthful Living, Pages 274-281

CAUTION

It must be remembered that only six to twelve periods at the most will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that the topics and sub-topics should all be discussed in detail.** The following time allotment might be reasonable under most circumstances:

Section I—two to four periods

Section II—one to two periods

Section III—two to four periods

Review and evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>I. PREPARATION FOR THE "FIRST JOB"</p> <p>A. Characteristics of a Good Worker, such as</p> <ol style="list-style-type: none"> 1. Cooperation, obedience, willingness, perseverance, accuracy, punctuality, trustworthiness, cheerfulness, courage, thoughtfulness, neatness. | <p>This section is an introduction to the study of occupations which will be dealt with more fully in the corresponding units of Grade VIII, IX and X. No attempt should be made to direct the student to a specific career. Instead the emphasis is on developing in the student the habit of doing any job well. The characteristics of a good worker that are listed should be studied as they relate to success in any task.</p> <p>Some jobs place greater emphasis on certain characteristics. The personal characteristics required in various jobs might develop as a discussion.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>III. BIOGRAPHIES OF FAMOUS MEN AND WOMEN</p> <p>A. Helen Keller and her Handicaps</p> <p>B. Evangeline Booth and Social Service</p> <p>C. Father Damien and Leprosy</p> <p>D. Albert Schweitzer and Tropical Diseases</p> <p>E. Winston Churchill, the Statesman</p> <p>F. Johann Gutenberg, the Inventor of the Printing Press</p> <p>G. Sir John Franklin, the Arctic Explorer</p> <p>H. Edgerton Ryerson and Canadian Education</p> <p>I. Sir John A. MacDonald and Canadian Unity</p> <p>J. Father Lacombe and Indian Missions</p> <p>K. Jack Miner and his Bird Sanctuary</p> <p>L. Tom Thomson and Canadian Art</p> | <p>the merits of this procedure? What attitude should a student adopt toward the use of money he earns himself?</p> <p>People become successful because they develop personal qualities that enable them to overcome difficulties. The list of people to be studied is suggestive only. If the school library has biographies of other men and women who have been successful in different walks of life, students should be encouraged to read about them and to report back to the class. The emphasis should be placed upon the personal qualities that were responsible for the success of these men and women.</p> |

ADDITIONAL SOURCES

S-ref: **Canadians—A Book of Biographies:** Henry, Chapters 2, 3, 5, 11, 17

S-ref: **Growing Up:** Billett and Yeo, Pages 1-12, 267-268.

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| | <p>This section lends itself to dramatizations of simple situations which portray work habits. Such situations might include courtesy in answering the telephone, collecting paper route money, or delivering parcels.</p> |
| <p>B. The Importance of Habit in Developing These Characteristics</p> <p>About Growing Up, Chapter 24</p> <p>C. Job Opportunities Around the Home</p> <p>About Growing Up, Chapter 30</p> | <p>Students should be encouraged to realize that the habits they form at an early age can be of great assistance when they begin their life's work.</p> |
| <p>D. Job Opportunities Around the School</p> <ol style="list-style-type: none"> 1. Classroom jobs 2. Auditorium responsibilities 3. Library duties 4. Playground jobs 5. Care of sport equipment 6. Safety patrol 7. Organizing athletic events | <p>The teacher has the opportunity to aid in the development of good work habits in students by the assignment of routine duties and responsibilities. All students should participate.</p> |
| <p>II. THRIFT HABITS</p> <p>A. Managing Money</p> <p>You're Growing Up, Pages 147-150</p> <p>About Growing Up, Chapter 32</p> | <p>Grade VII students sometimes have pocket money which they are free to spend. They might plan simple budgets of their personal expenditures. Under the direction of the teacher the students might discuss the importance of staying within a budget rather than asking for more money. Some parents prefer a flexible method whereby expenditures are discussed with them and the money obtained by special request. What are</p> |

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney, Chapters 6, 21, 22. Pages 139, 162, 236, 265-266.

S-ref: **Enjoying Health:** Jones, Pages 340-346.

T-ref: **Psychology for Living:** Sorenson, Chapter 24.

S-lib: **Prose and Poetry for Canadians, Journeys,** Pages 333-342, 423-431.

SBB-so: **Make Your Pennies Count:** Hark and McQueen, Junior Life Adjustment Booklet (40 pages).

*GB FA: **Miss and Her Money:** The Canadian Life Insurance Officers Association, 302 Bay Street, Toronto.

UNITS FOR GRADE VIII

GRADE EIGHT — UNIT I — SUCCESS IN SCHOOL

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

In Grade VIII emphasis should be given to individual participation in student activities and to the responsibility of the individual for the improvement of scholastic attainment. **As an outcome of the work of this unit the student should have acquired the understanding that school progress is dependent in large measure upon his own efforts.** He should also be prepared to accept that he has a responsibility for the success of student government through the contribution that he can make.

PRIMARY REFERENCES

Being Teen-Agers, Chapters 2, 13, 14, 15, 16, 19, 20.

Into Your Teens, Pages 41-60.

CAUTION

The teacher must remember that only 6-12 periods will be available to cover the whole of this unit. To take more periods is to deprive some other unit of its rightful time. **It is not intended that all topics and sub-topics be discussed in detail.** The following suggested time allotment may be found useful as a guide:

Section I—one to two periods

Section II—two to three periods

Section III—two to four periods

Review and

evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>I. SCHOOL ORGANIZATION AND ADMINISTRATION</p> <p>A. Know Your School</p> <p>1. How is a Grade VIII student different from a Grade VII student?</p> <p style="padding-left: 20px;">a. He has adjusted to Junior High School life.</p> <p style="padding-left: 20px;">b. He probably knows most of the teachers and other school personnel.</p> | <p>The teacher is referred to Grade VII, Unit I. It is suggested that this section could well be a very rapid review of the corresponding section of the Grade VII course, since plant and personnel, rules and regulations are likely to have changed very little since the previous year. Emphasis should be placed on:</p> <ol style="list-style-type: none"> 1. Reviewing the existing rules and regulations and noting any changes or additions. 2. Understanding clearly the daily schedule. |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <ul style="list-style-type: none"> c. He knows the geography of the school plant. d. He knows the rules of the school. <p>2. What does a Grade VIII student need to know about his school?</p> <ul style="list-style-type: none"> a. any changes in location of home-rooms and other rooms b. new teachers who will instruct him c. the new daily schedule: <ul style="list-style-type: none"> i. compulsory subjects ii. exploratory subjects iii. daily time-table iv. length of periods v. breaks and their lengths vi. bells, signals and their meanings d. school rules and regulations with emphasis on changes and additions | <p>The needs of classes will vary, and hence classes will require varying amounts of time to deal with this section. It would be well to remember that a lengthy repetition of last year's work can result only in a loss of interest.</p> <p>In the case of combined Grade VII and VIII classes, the needs of the Grade VII class must be uppermost in the mind of the teacher. Grade VII students need a more extensive treatment of this section as outlined in the Grade VII course. Perhaps, Grade VIII students could achieve the necessary review and maintain interest by preparing talks on the various topics for the instruction of Grade VII students.</p> |
| <p>II. STUDENT ACTIVITIES</p> <p>A. How Can a Group be Organized?</p> <ul style="list-style-type: none"> 1. Several people are interested in starting a project or activity. 2. A meeting is called of all those interested. 3. A temporary chairman is elected. 4. It is decided whether or not to organize. | <p>Care should be taken to see that this section in Grade VIII is an addition to, and not a repetition of, the work done in Grade VII. Some of the suggestions given for Grade VII are, of course, useful here.</p> <p>Organization of the students' council or even arranging for a picnic or carnival might provide the necessary motivation. This topic could well be handled in conjunction with similar work in social studies.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| 5. Officers are nominated and an election takes place. | |
| B. What Are the Duties of the Various Officers of an Organization? 1. The constitution 2. Addressing the chair 3. Motions 4. Amendments 5. Voting | Since this section has been dealt with in Grade VII, treatment here should be in the nature of a review. |
| III. STUDY | |
| A. What Makes a Successful Student? 1. A good attitude 2. Good reading ability 3. Good study habits | It is intended that Topic A will cause the students to become conscious of weaknesses which may contribute to lack of school success. |
| B. What are Characteristics of a Good Attitude? 1. Interest 2. Determination to do one's best 3. Willingness to work | Topic B is considered very important. In Junior High School, students are likely to form attitudes and study habits which will remain with them throughout their school life. |
| C. How Can One's Attitude Toward the Following Affect Progress in School? 1. School in general 2. Homework 3. Particular subjects 4. Particular teachers 5. Difficult assignments | It is hoped that discussion of the items under Topic C will lead the students to realize that their attitudes toward various aspects of school life can greatly influence their success. Treat sub-topic 4 with care. An impersonal approach should be used. |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>6. School sports and other extra-curricular activities</p> <p>7. Friends</p> <p>8. Home</p> <p>Into Your Teens, Pages 41-60.</p> <p>Being Teen-Agers, Chapter 16.</p> | |
| <p>D. What are Desirable Reading Skills?</p> <p>1. Reading for information</p> <p>2. Skimming</p> <p>3. Getting an overview</p> <p>4. Evaluating</p> <p>5. Increasing reading speed</p> <p>Being Teen-Agers, Chapter 13.</p> | <p>The emphasis here is not on developing reading skill, but on showing the student the value of, and necessity for, efficient reading techniques. The study of this topic might well motivate the class to improve its reading skill under the direction of the literature and language teachers.</p> |
| <p>E. What Are Good Study Habits?</p> <p>1. Physical conditions</p> <p>2. Time for studying</p> <p>3. Planning the order of subjects for study</p> <p>4. Study tips</p> <p>Being Teen-Agers, Chapter 14.</p> | <p>In Grade VIII pupils are ready for a more mature approach to this topic. They will be more interested in specific tips on how to study, but they are not prepared to adopt lengthy lists of technical study suggestions. Emphasis should be placed on a few important ideas. Junior High School pupils, for example, are very fond of studying in groups. Group studying for tests is time-consuming and often distracting, and seldom returns good value for the time expended.</p> |
| <p>F. Tests</p> <p>1. Reasons for tests</p> <p>2. Preparations for tests</p> <p>3. Writing tests</p> <p>Being Teen-Agers, Chapter 15.</p> | <p>Much pertinent material for this topic is available in the primary references and from other sources.</p> |

ADDITIONAL SOURCES

- S-ref: **Growing Up:** Billett and Yeo, Pages 140-151, 152-153, 314-316.
- S-ref: **You and Your Life:** Randolph, Pixley, Duggan, and McKinney, Pages 3-49.
- T-ref: **Psychology for Living:** Sorenson and Malm, Pages 316-318, 325-345.
- S-lib: **The Junior High School Handbook,** Forms Branch, Department of Education.
- SBB-so: **Clubs are Fun:** Letton and Ries, Junior Life Adjustment Booklet (40 pages).
- SBB-so: **Learning About Tests:** Heston, Junior Life Adjustment Booklet (40 pages).
- SBB-so: **You Can Read Better:** Witty and Bricker, Junior Life Adjustment Booklet (40 pages).
- SBB-so: **Getting Along in School:** Neugarten and Misner, Junior Life Adjustment Booklet (40 pages).

GRADE EIGHT — UNIT II — PATTERNS OF GROWTH

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

In Grade VIII emphasis is placed on factors that lead to individual differences in growth. **As an outcome of the work of this unit the student should have acquired the understanding that both physical changes and changes in emotions and attitudes accompany growth.** Study of this unit should encourage students to accept with equanimity the changes experienced in growth and development. Sympathy for the understanding of the difficulties that others may be experiencing in this respect during the adolescent period is another desirable outcome of this unit.

PRIMARY REFERENCES

Good Health for Better Living, Pages 14-15, 48-49, 57-58, 77, 81-82, 205-210.

Into Your Teens, Pages 10-16, 66-86, 123-127, 134-138, 215-229.

Being Teen-Agers, Chapter 6.

CAUTION

The teacher must remember that only 6-12 periods at the most will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be discussed in detail.** The following suggested time allotment may be found useful as a guide:

Section I—two to four periods

Section II—three to five periods

Review and
evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>I. FACTORS AFFECTING GROWTH</p> <p>A. How Individuals Differ</p> <p>1. Heredity sets the pattern</p> <p style="padding-left: 20px;">a. influence of heredity on growth</p> <p style="padding-left: 20px;">b. effect of body structure on weight</p> | <p>Each person is an individual differing in certain respects from every other person. We all follow a general pattern of growth and development, but deviations from the pattern are to be expected. Refer to Grade VII, Unit VII-A.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>2. Environment Influences Growth</p> <ul style="list-style-type: none"> a. emotional climate b. housing c. financial position d. social relationships e. influence of geography and weather <p>3. Growth patterns for boys and girls</p> <p>4. Differences in rate of growth are to be expected</p> | <p>The approach to this topic should be in general terms to discourage students from becoming too much concerned about peculiarities they think they may have. Emphasis should be upon the necessity of using our inheritance to best advantage.</p> <p>The effects of an inadequate environment on physical, mental, social and emotional development of the individual should be examined generally with the age level of the students in mind.</p> <p>An examination of how climate and soil conditions can affect health and growth would be useful. Factors such as the effect on health of Canada's long, cold winters would be brought out. The fact that most table salt in Canada must be iodized because of the iodine deficiency of soils should also be noted.</p> <p>Again, what about living conditions in India, Japan, China?</p> <p>Committees might compare age-weight charts for boys and girls. The graph will indicate the ages at which the heights and weights of boys and girls exceed each other.</p> <p>Students who develop earlier or later than the average will be reassured by examining charts showing that such variations in development are completely normal and that eventually all will attain physical maturity.</p> <p>The Nutrition Division of the Department of National Health and Welfare carried out a survey in 1953 to ascertain the average heights and weights for Canadian boys and girls and men and women. The results represent an average and not the</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| | <p>ideal. This point should be kept in mind if the results of the survey are discussed in class.</p> |
| <p>II. GROWTH PROBLEMS OF ADOLESCENCE</p> | <p>Note Grade VII, Unit II. Material taken in this unit should not be over-emphasized.</p> |
| <p>A. What Are the Problems?</p> | |
| <p>1. Acne and other skin blemishes</p> <p>a. steps to be taken in minimizing effects</p> | <p>The mental health aspect should be kept in mind in considering the question of acne. The references list practical steps that can be taken in treatment. Medical advice may be needed, particularly in severe cases.</p> |
| <p>2. Awkwardness</p> | <p>Uneven rates of growth of different parts of the body during adolescence account for lack of co-ordination and endurance.</p> |
| <p>3. Lack of endurance</p> | <p>Dangers from over-exertion should be noted as increase in strength does not keep pace with growth in size. The need for more sleep during adolescence might well be emphasized.</p> |
| <p>4. Change in voice</p> | <p>A brief explanation of the changes in the larynx and vocal chords during adolescence would prove useful.</p> |
| <p>5. Variations in weight</p> | <p>Student concern about variations in weight, and marked tendencies toward excess weight or underweight should be recognized. Again, students should accept that such variations are not unusual.</p> |
| <p>6. Nutritional demands</p> | <p>Students should appreciate the significance of an increased appetite during adolescence.</p> |
| <p>B. Attitudes Are Affected by Growth</p> | |
| <p>1. Variation in interests</p> | <p>A discussion on changes in attitudes, interests, and demands of the adolescent who is experiencing rapid growth should provide a satisfactory conclusion to the unit. Treatment, again, should be general.</p> |
| <p>2. Inter-personal relationships</p> | |

ADDITIONAL SOURCES

- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 25-26, 56, 95, 98, 151-152, 240.
- S-ref: **Growing Up:** Billet and Yeo, Pages 66, 72, 82, 230.
- S-ref: **Health and Safety for You:** Diehl and Laton, Pages 86, 114-115, 122-125, 150, 170.
- S-ref: **Enjoying Health:** Jones, Pages 7, 18, 34, 75-76, 103-104, 107, 155-157, 280, 365, 385.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 40-42, 79, 229-234, 322-324, 414-415.
- T-ref: **Psychology for Living:** Sorenson, Pages 18-32, 287, 303, 307.
- DPH: **Canadian Average Weights for Height, Age, and Sex.**
- SBB-so: **How You Grow:** Neugarten, Junior Life Adjustment Booklet.

| CONTENT | TEACHING SUGGESTIONS |
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| <p>I. CONQUEST OF DISEASE BY THE DEVELOPMENT OF NEW DRUGS</p> <p>A. Sulpha Compounds</p> | <p>In Grade VII, the students have had an introduction to the germ theory of disease. The work of Pasteur and Koch might be mentioned in preparation for this section. Assign for preparation a report on the steps that led to the discovery of the sulpha drugs. Information should be gathered on the diseases against which sulfa compounds are effective.</p> |
| <p>B. Antibiotics</p> <ol style="list-style-type: none"> 1. Penicillin 2. Streptomycin 3. Aureomycin | <p>The teacher should explain the dependence of organisms on their environment, relating this to the fact that millions of microbes are constantly destroying each other. The class might report on the discovery of</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>A. Possible Effects of Self-medication</p> <ol style="list-style-type: none"> 1. Headache remedies 2. Laxatives 3. Weight reducers 4. Sulpha drugs and antibiotics 5. Cough and cold remedies 6. "Cures" for cancer 7. Hair tonics and restorers | <p>The emphasis in this section should stress that many patent medicines are comparatively worthless and harmless. Their use may be dangerous because they can mask symptoms of a serious illness, causing a delay in accurate diagnosis and scientific treatment. What harm may be done by taking laxatives frequently? Discuss possible side reactions and cumulative effects of some medicines.</p> |
| <p>IV. MENTAL HEALTH</p> <ol style="list-style-type: none"> A. Extent of the Problem B. Understanding Causes C. Prevention of Mental Illness | <p>In Grade VII, Unit III, the study of Clifford Beers introduced the subject of mental health. This section should concern itself with the extent of the problem in Canada. The key to modern treatment of mental diseases is in understanding the patient's history and background. The class might try to discover why authorities consider this so important. The treatment of the subject should be very simple at this level. Discussion might bring out the attitudes that lead to good mental health.</p> |

ADDITIONAL SOURCES

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 214, 227, 233-237, 304-308, 422-423, 445, 447-448, 454.

S-ref: **Enjoying Health:** Jones, Pages 298-303, 318-319, 337-340, 389, 391.

S-ref: **Health and Safety for You:** Diehl and Laton, Pages 98, 144, 174, 181-182, 219, 222-224, 265-271, 274, 304, 311-328, 347-348, 370-374, 399, 420, 427, 443-455, 461-462.

T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 19, 131, 164, 196-197, 201, 203, 205, 209, 211, 263, 271, 276, 335, 378, 422.

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- T-ref: **Health for You:** Crisp, a Grade X reference, Chapter 23, 24.
- S-lib: **You're Growing Up,** Grade VII primary reference, Pages 210-211, 296-299.
- DPH: **Pure Food — Safe Drugs, Food and Drug Divisions,** Department of National Health and Welfare (36 pages). Also two leaflets: **The Truth About Food and Drug Labels,** and **Safe to Take.**
- DPH (1): **Grist for the Teacher's Mill:** Canadian Tuberculosis Association, (90 pages). Pages 80-84, 86-89.
- Heroes of Health,** The Health League of Canada, 111 Avenue Road, Toronto. (15 pages) 5c each. Pages 5, 12-14.
- ***The Story of Healing,** C-I-L Oval, 1953 (24 pages). Chapters 2, 3, 4, 5.

GRADE EIGHT — UNIT IV — PREVENTING THE SPREAD OF INFECTION

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired the understandings that disease germs are transmitted in many ways from person to person and that precautions should be taken to prevent their spread. He should develop habits at home and at school which tend to check the spread of disease, and should develop a sense of personal responsibility in this respect.

PRIMARY REFERENCES

Into Your Teens, Pages 250-256.

Good Health for Better Living, Pages 164-185.

CAUTION

It must be remembered that only six to twelve periods will be available for this unit. To take more periods is to deprive some other unit of its rightful time. **It is not intended that all the topics and sub-topics be discussed in detail.** The following suggested time allotment may be helpful:

Section I—two to four periods

Section II—three to five periods

Review and

evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>I. CARING FOR INFECTIOUS DISEASES AT HOME</p> <p>A. How Diseases are Spread in the Home</p> <ol style="list-style-type: none"> 1. Spreading by coughing and sneezing 2. Using poorly washed dishes and silverware 3. Using common towels and toilet articles 4. Being careless in preparation and serv- ing of food 5. Through other agents such as insects, impure milk and water | <p>An analysis should be made of personal habits which may affect the spread of disease.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| B. When should medical advice be obtained? | Marked deviations from normal behavior or normal appearance should be reported to a physician. As fever is usually an important symptom, students should know how to use a clinical thermometer. The value of having a family doctor before an emergency develops should be pointed out. |
| C. General Home Care of a Patient | Methods of caring for sick people in the home should be examined, keeping in mind the practical aspects of the problem. |
| 1. Sickroom | |
| a. isolation | |
| b. quiet | |
| c. ventilation | |
| d. cleanliness and order | |
| 2. Care of the bed | |
| 3. Personal care | |
| 4. Appetizing meals | |
| 5. Convalescing | |
| a. suitably occupied or amused | |
| D. Sickroom Procedure at Home to Avoid Spread of Communicable Disease | Common sense should govern a person's actions when he comes into contact with people suffering from communicable diseases. He should take reasonable precautions to protect himself and others. |
| 1. The attendant should | |
| a. be in good health | |
| i. to lessen risk of secondary infection to patient | |
| b. keep up resistance by rest, exercise and proper food | |
| c. avoid possible contamination | |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <ul style="list-style-type: none"> i. by washing hands before and after contact with patient ii. by putting on coverall before attending patient iii. by avoiding direct cough or sneeze of patient | |
| <p>2. Disinfection</p> <ul style="list-style-type: none"> a. burning used tissues b. keeping utensils and laundry of the patient separate and sterile c. final disinfection of room <ul style="list-style-type: none"> i. use of soap and water ii. use of sunlight iii. sterilizing objects by boiling | <p>The features of a disinfection program as outlined are suggestions provided for guidance only. Students, however, should understand and appreciate the need for proper disinfection measures.</p> |
| <p>II. RESPONSIBILITY OF THE SCHOOL IN CURBING THE SPREAD OF INFECTION</p> <p>A. Observing Students for Signs of Infection</p> <ul style="list-style-type: none"> 1. Chill 2. Fever <ul style="list-style-type: none"> a. flushed face b. lassitude 3. Sore throat 4. Red or watery eyes 5. Tight, dry cough 6. Watery nasal discharge | <p>Committees may make a study of absenteeism in the classroom or school, making comparisons of loss of time from various causes. Information from the study by the Canadian Education Association and the Canadian Public Health Association study of Absenteeism in Canadian Schools, 1946-47, is reported briefly in the resource book. More recent comprehensive studies are not available.</p> <p>Early symptoms of communicable diseases, studied in Grade VII, Unit IV, might be reviewed. Students should know the general symptoms of infection and should take the responsibility of staying home when these are present. The teacher is responsible</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| 7. Sneezing 8. Headache, earache, aching back or legs 9. Nausea | for observing the students and noting such symptoms for the protection of the class. |
| B. Factors in School Situation which May Spread Disease | A list of common ways of spreading disease in school should be compiled. A committee could survey the school for practices that might spread infection and consider how to eliminate them. Each student should consider his responsibility in helping to control the spread of communicable diseases in school. |
| 1. Airborne infection <ul style="list-style-type: none"> a. mouth breathing b. coughing and sneezing c. close seating d. poor ventilation e. dusty classrooms | |
| 2. Infection by contact <ul style="list-style-type: none"> a. skin diseases <ul style="list-style-type: none"> i. ringworm ii. scabies iii. impetigo b. provisions for drinking and eating <ul style="list-style-type: none"> i. drinking fountain ii. cleanliness of cups and dishes iii. storage of lunches c. provisions for washing hands <ul style="list-style-type: none"> i. towels | |
| 3. Factors which lower resistance <ul style="list-style-type: none"> a. wearing wet clothing b. wearing rubbers c. draughts d. lack of outdoor play and exercise | Common skin diseases and methods of identifying each should be studied. Bring out how these diseases are spread in school, and the importance of consulting a doctor and starting treatment at once. |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>C. School Health Services</p> <ol style="list-style-type: none"> 1. Health education <ol style="list-style-type: none"> a. lessons b. literature c. films 2. Medical inspection by nurse 3. Medical examination by doctor 4. Immunization program 5. Health record 6. School health service team <ol style="list-style-type: none"> a. teacher b. nurse c. doctor d. parents e. others | <p>A paragraph might be assigned on "Our School Health Services". The students should know the aims of school health services, how they are carried out, and the personnel involved.</p> |

ADDITIONAL SOURCES

- S-ref: **Enjoying Health:** Jones, Pages 295-300, 316-317, 319-322, 328-329, 335-336, 346-357.
- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 229, 312-325.
- S-ref: **Health and Safety for You:** Diehl and Laton, Pages 171-172, 376-380, 402-413, 416-429.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 7-19, 219-223, 329-339.
- T-ref: **Health for You:** Crisp, Pages 66, 450, 455.
- DPH (1) T-ref: **What Teachers See,** Metropolitan Life Insurance Company (32 pages).
- DPH (3): **Rheumatic Fever in Children:** Department of National Health and Welfare (9 pages).
- DPH: **Canada's Food Rules** (leaflet).
- DPH: **Disinfection** (leaflet).
- DPH: **Chicken Pox, Scarlet Fever, Measles, Whooping Cough** (leaflets).

GRADE EIGHT — UNIT V — BEHAVIOR AND PERSONAL STANDARDS

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired the understanding that he is responsible to a great extent for the development of his own character, and that a good character is his most important asset. He should know that loyalty to one's family, friends, community and country is not only desirable but necessary. He should appreciate the ideals that will govern his behavior and influence his character so that he will be able to satisfy his needs and desires in acceptable ways.

REFERENCES

Being Teen-Agers—Chapters 1, 3-5, 8-9, 24-29, 32.

Into Your Teens—Pages 6-9, 17-40, 87-98, 102-107, 128-133, 164-197, 206-208.

CAUTION

The teacher must remember that only 8-15 periods will be available to cover the whole of this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be discussed in detail.** The following **suggested** time allotment may be found useful as a guide:

Section I—three to four periods

Section II—two to four periods

Section III—two to four periods

Review and

evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
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| <p>I. SETTING THE GOAL</p> <p>A. Factors in Personal Development</p> <ol style="list-style-type: none"> 1. Parents and teachers set standards for children and are largely responsible for the kind of persons they become. 2. With increasing maturity a person adopts his own standards and is responsible for the | <p>This introduction to living standards or qualities can best be handled by class discussion. It should be emphasized that as a person gets older he has increasing freedom to set his own standards of behavior, and that he must accept increased responsibility for his actions.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>kind of person he becomes.</p> <p>Being Teen-Agers, Chapters 24, 26.</p> <p>Into Your Teens, Pages 6-9, 17-23.</p> | |
| <p>B. Qualities Affecting Personality and Character</p> <ol style="list-style-type: none"> 1. Interest and enthusiasm 2. Courage 3. Sincerity 4. Loyalty 5. Co-operation <p>Being Teen-Agers, Chapters 1, 3.</p> <p>Into Your Teens, Pages 87-91, 104-109.</p> | <p>Courage, sincerity, loyalty and co-operation are some of the qualities of character which we look for in people whom we like and respect. The teacher and class will be able to add others. Class discussion might make clear what these qualities mean and how one can apply them to everyday living.</p> |
| <p>C. Ideals or Guiding Principles</p> <ol style="list-style-type: none"> 1. Meaning of ideals and their sources 2. Necessity of having personal ideals or standards to follow 3. Code of personal behavior 4. Importance of abiding by ideals | <p>Ideals in the abstract may have little meaning for students of this age group. Lists of ideals might be made, first in class as an illustration and then by individual students. Discuss the home and the church as a source of ideals. The emphasis is on the necessity of having an adequate set of personal ideals to which one holds even when urged to act otherwise.</p> |
| <p>D. Loyalty</p> <ol style="list-style-type: none"> 1. Loyalty to associates <ol style="list-style-type: none"> a. family b. personal friends | <p>The student should realize that his behavior not only determines his reputation but also that of his family and associates. The behavior of a member of a family can bring honor or disgrace to the whole family. Stu-</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <ul style="list-style-type: none"> c. classmates d. team-mates 2. Loyalty to the church 3. Loyalty to the school 4. Loyalty to the community 5. Loyalty to country 6. Loyalty to ideals <ul style="list-style-type: none"> a. courage to do what is right and to refuse to do what is wrong b. respect for truth c. respect for the rights and property of others 7. Results of disloyalty | <p>dents, therefore, have the duty of upholding family standards of behavior at all times. Examples of disloyalty such as gossiping, telling family secrets, or not supporting a losing team, should be examined. A code of loyalty might be worked out as a class project.</p> <p>Students should be encouraged to realize that loyalty to one's associates is desirable as long as it does not involve sacrificing one's own ideals. The ideals of others should also be respected.</p> |
| <p>Being Teen-Agers, Chapter 32.</p> <p>II. THE INDIVIDUAL IN THE GROUP</p> <p>A. Responsibility of the Individual in the Group</p> <ul style="list-style-type: none"> 1. How far should one go in following the crowd? 2. Helping others to make friends <ul style="list-style-type: none"> a. understanding people b. overcoming prejudice c. undesirability of cliques <p>Being Teen-Agers, Chapters 4, 5.</p> <p>Into Your Teens, Pages 28-34, 92-95.</p> | <p>Emphasis here should be on the desirability of co-operating with the group and conforming to group decisions without losing one's identity as an individual, and without being led into doubtful or wrong behavior. The student should realize his responsibility in showing friendliness toward others and in helping them make places for themselves in the group.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>B. Responsibility of the Individual at Home</p> <ol style="list-style-type: none"> 1. Doing one's tasks and homework without constant prompting 2. Developing happy relationships with others in the home <p>Being Teen-Agers, Chapter 25.</p> <p>Into Your Teens, Pages 164-197.</p> | <p>An examination of home responsibilities should direct the thinking of the student toward the part that he should play as a family member.</p> |
| <p>C. Responsibility for One's Actions</p> <ol style="list-style-type: none"> 1. Taking criticism 2. Profiting by criticism if it has merit 3. Offering constructive criticism <p>Into Your Teens, Pages 128-133.</p> | <p>"Ability to take criticism is one indication of maturity, of being 'grown up'." In evaluating this statement the class might analyze the kinds of criticism they face and be encouraged to appreciate somewhat better the need for criticism.</p> |
| <p>2. Facing trouble</p> <ol style="list-style-type: none"> a. thinking things through calmly b. talking the situation over with someone you trust c. accepting punishment gracefully d. profiting by experience <p>Being Teen-Agers, Chapter 28.</p> | <p>Every experience may be profitable if one learns as a result. Students may submit anonymous essays describing situations in which trouble had to be faced. A discussion of how these situations were handled would be of value. Students should be encouraged to think through to the causes of the trouble and determine not to make the same mistakes again.</p> |
| <p>III. STANDARDS OF BEHAVIOR</p> <p>A. Childish Behavior</p> <ol style="list-style-type: none"> 1. Beginning many | <p>An interesting discussion might develop from I Corinthians, 13:11, "When I was a child, I spake as a child, I understood as a child, I thought as a child; but when I became</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>activities but finishing none</p> <p>2. Sulking</p> <p>3. Interrupting</p> | <p>a man I put away childish things." The teacher and students will be able to supply examples of childish behavior. Student reaction to such behavior should be obtained. The behavior of a mature person when told he cannot do something he wishes to do may be contrasted with the behavior of an immature person.</p> |
| <p>B. Other Forms of Undesirable Behavior</p> <p>1. Bullying</p> <p>2. Bragging</p> <p>3. Clowning</p> <p>4. Day dreaming</p> <p>5. Feigning sickness</p> | <p>It should be made clear that these are undesirable ways of achieving various social needs such as the need for belonging, for love, for excelling, and for success.</p> |
| <p>Into Your Teens, Pages 34-40.</p> | |
| <p>Being Teen-Agers, Chapters 27, 29.</p> | |
| <p>C. Acceptable Behavior for Teen-Agers</p> <p>1. Standards vary with age and circumstance</p> <p>2. Rules for behavior</p> <p> a. at school parties</p> <p> b. at house parties</p> <p> c. at movies</p> <p> d. on buses</p> | |
| <p>Into Your Teens, Pages 102-104.</p> | |
| <p>Being Teen-Agers, Chapters 8-9.</p> | |

ADDITIONAL SOURCES

S-ref: **Growing Up:** Billett and Yeo, Pages 120-124, 130-133, 171-173, 202-206, 343-359.

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney, Chapters 8, 10-11, 13-19, 21, 32-33.

S-ref: **Enjoying Health:** Jones, Page 232.

T-ref: **Psychology for Living:** Sorenson and Malm, Pages 148-167, 181-186, 195-214, 223-230, 259-262, 297-302.

SBB-so: **Guide to Good Manners:** Beery, Junior Life Adjustment Booklet (40 pages).

GRADE EIGHT — UNIT VI — GROUP LIFE

(Suggested time allotment: 5-6 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit, the student should have acquired an understanding that intelligent participation in group activities is important to democratic living. He should have realized that school provides opportunities for learning to work and live together effectively and should be developing the ability to be both a good leader and a good follower. He should realize his responsibility for making his community a pleasant place in which to live.

REFERENCES

Being Teen-Agers, Chapters 9, 30-31, 33.

Into Your Teens, Pages 148-153, 198-205.

CAUTION

The teacher must remember that only 10-18 periods will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be discussed in detail.** The following suggested time allotment may be useful as a guide:

Section I—two to three periods

Section II—two to four periods

Section III—three to five periods

Section IV—two to three periods

Review and
evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
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| <p>I. NATURE AND REQUIREMENTS OF GROUP LIFE</p> <p>A. Kinds of Group Life</p> <ol style="list-style-type: none"> 1. The family 2. The "gang" 3. The class 4. The club 5. The school 6. The community 7. The nation | <p>The thought to be emphasized here is that practically all living is group living. The students should understand the similarities that exist in all groups.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>B. Common Needs of Groups</p> <ol style="list-style-type: none"> 1. Good leaders 2. Good followers <p>C. Qualities of a Good Leader</p> <ol style="list-style-type: none"> 1. Ability to co-operate and work with others 2. Acceptance of people as they are 3. Respect for the rights of each individual 4. Knowledge of how to lead democratically 5. Willingness to serve others | <p>Additions to this list of qualities can be suggested by students. The students will be able to provide illustrations of good and bad leadership from their own experience and from their reading.</p> |
| <p>II. GROUP LIVING AND THE SCHOOL</p> <p>A. The School as a Social Institution</p> <ol style="list-style-type: none"> 1. The school results from group co-operation. 2. The community exercises an influence on the school. <p>B. Group Life within the School</p> <ol style="list-style-type: none"> 1. Group study methods 2. Classroom behavior <ol style="list-style-type: none"> a. responsibility for behaving in such a manner that others have the opportunity to study | <p>The purpose of this topic is to show the student that the school itself exists because a group of people work together to provide good education for their children. Other social institutions which are the result of group effort might be listed, such as the church, the hospital, and the armed services.</p> <p>A discussion of the qualities necessary in a student for successful group study in the classroom will prove useful. Qualities such as self-control, conscientiousness, and thoroughness should be stressed.</p> <p>An open forum discussion should result in a code of desirable classroom behavior.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <ul style="list-style-type: none"> b. a code of classroom behavior for the educational welfare of all concerned | |
| <ul style="list-style-type: none"> 3. The students' union as a group effort to promote the welfare of the students. | <p>Emphasis should be on the responsibility of each student as a supporter, follower and leader.</p> |
| <p>III. DEMOCRACY IN GROUP LIVING</p> | |
| <ul style="list-style-type: none"> A. Essential Quality of Democracy | |
| <ul style="list-style-type: none"> 1. The individual is free to develop his abilities and to make the most of himself | <p>The student should understand that democracy is not just a form of government but is a way of doing things which can be applied to every-day life at home and at school.</p> |
| <ul style="list-style-type: none"> 2. The individual does not interfere with the rights of others | |
| <ul style="list-style-type: none"> B. Practicing Democracy in Every Day Living | |
| <ul style="list-style-type: none"> 1. Attitude toward those who differ | |
| <ul style="list-style-type: none"> a. in country of origin | |
| <ul style="list-style-type: none"> b. in race | |
| <ul style="list-style-type: none"> c. in religion | |
| <ul style="list-style-type: none"> d. in economic position | |
| <ul style="list-style-type: none"> e. in likes and dislikes | |
| <ul style="list-style-type: none"> f. in point of view | |
| <ul style="list-style-type: none"> i. parents | |
| <ul style="list-style-type: none"> ii. teachers | |
| <ul style="list-style-type: none"> 2. Respecting the rights and feelings of others | |
| <ul style="list-style-type: none"> 3. Having regulations acceptable to the group | |
| <ul style="list-style-type: none"> 4. Taking part in activities both as a follower and as a leader | <p>This area should provide an excellent sounding board to determine the attitudes of the students on these aspects of democracy. The resulting group opinion should be translated into action in the classroom situation. Discussion should centre around the point that democracy is most effective when the efforts of everyone are directed toward objectives agreed upon by the majority.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>Into Your Teens, Pages 192-195.</p> | |
| <p>Being Teen-Agers, Chapter 30.</p> | |
| <p>6. Good judgment</p> | |
| <p>7. Dependability</p> | |
| <p>8. Self-confidence: belief in himself</p> | |
| <p>D. Qualities of a Good Follower</p> | |
| <p>1. Spirit of co-operation</p> | |
| <p>2. Willingness to do what is required, even if it does not lead to recognition</p> | <p>It should be pointed out that the qualities required of a good follower are the ones which enable him to become a leader.</p> |
| <p>3. Willingness to accept the decision of the majority</p> | |
| <p>4. Dependability</p> | |
| <p>5. Self-confidence and courage</p> | |
| <p>Being Teen-Agers, Chapter 31.</p> | |
| <p>IV. THE GROUP AND LEISURE-TIME ACTIVITIES</p> | |
| <p>A. Group Planning in Recreation</p> | |
| <p>1. Necessity for thorough planning</p> | |
| <p>2. Activities for every member of the group</p> | |
| <p>3. Importance of group effort in carrying out activities</p> | |
| <p>Into Your Teens, Pages 148-157, 204-205.</p> | |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>B. Organized Group Activities and Juvenile Delinquency</p> <p>Into Your Teens, Pages 198-203.</p> | <p>The term "juvenile delinquency" must be carefully defined or this topic will be meaningless to many students. The effect of organized activities such as sports and hobby clubs in providing healthful recreation should be examined. It is important that students should realize that having "nothing to do" does not justify wrong-doing.</p> |
| <p>C. What About Adult Leadership?</p> <ol style="list-style-type: none"> 1. At parties <ol style="list-style-type: none"> a. home b. school 2. At sports and games <ol style="list-style-type: none"> a. school b. community 3. In cultural activities <ol style="list-style-type: none"> a. hobbies | <p>The importance of the role played by adults in the activities of the student should be discussed. The refereeing and organizing of sports are examples. Examination of possible results of disagreement will bring out the need for the presence and participation of adults at such activities. Because of their wider experience, adults can often see weaknesses in a course of action.</p> |
| <p>D. Using Leisure Time for Community Betterment</p> <ol style="list-style-type: none"> 1. Helping town projects such as clean-up campaigns 2. Aiding old or infirm people <ol style="list-style-type: none"> a. cutting their lawns b. tidying their yards 3. Supporting the Junior Red Cross, Boy Scouts, and similar organizations. | <p>The emphasis should be on the place of the teen-ager as a citizen of the community and his responsibility to do all in his power to make the community a good place in which to live. The teacher and pupils will be able to adapt and expand the suggestions offered to the situation in their own community.</p> |
| <p>Being Teen-Agers, Chapter 33.</p> | |

ADDITIONAL SOURCES

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney.
Pages 17-22, 25, 251, 333-339.

S-ref: **Growing Up:** Billett and Yeo, Pages 157-159, 220-221, 247-253.

T-ref: **Psychology for Living:** Sorenson and Malm, Pages 354-355,
360-361, 431-432.

SBB-so: **Guide to Good Manners:** Beery, Junior Life Adjustment
Booklet (40 pages).

GRADE EIGHT — UNIT VII — NUTRITION AND BODY NEEDS

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work in this unit the student should have acquired the understanding that digestion is greatly aided by proper selection of foods and the development of good eating habits. He should have become aware of the share assumed by the various parts of the body in the process of digestion and the need for care in selecting and using foods. As a result the science of nutrition should be more adequately appreciated.

PRIMARY REFERENCES

Good Health for Better Living, Chapters 1-4.

Into Your Teens, Pages 145, 201, 223, 226-229.

CAUTION

The teacher must remember that only 10-18 periods will be available for this unit. To take more periods is to deprive some other unit of its rightful share. **It is not intended that all the topics and sub-topics be discussed in detail.** The following suggested time allotment may be found useful as a guide:

Section I—one to two periods

Section II—two to four periods

Section III—two to four periods

Section IV—two to three periods

Section V—two to three periods

Review and

evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
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| I. PURPOSES OF FOOD A. How is Food Used 1. As material to build and repair tissues 2. As material from which to make enzymes and hormones 3. As fuel | <p>As a brief introduction to the topic, the teacher might discuss with the class such questions as:</p> <p>Why do we feel weak when we are hungry?</p> <p>Why do we have a good appetite after strenuous activity such as skating or swimming?</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| II. BASIC FOOD ELEMENTS | <p>The class should examine briefly the essential food elements. Canada's Food Rules are planned to give adequate amounts of foods. Analyze each rule and determine the reason for it.</p> |
| A. Kinds of Foods <ol style="list-style-type: none"> 1. Carbohydrates 2. Fats 3. Proteins | |
| B. Other Essential Elements <ol style="list-style-type: none"> 1. Vitamins 2. Minerals 3. Water | |
| C. Their Influence On: <ol style="list-style-type: none"> 1. Growth 2. Posture 3. Mental outlook 4. Teeth 5. General appearance 6. Resistance to disease | <p>Obtain a copy of the booklet, "Facts About Foods", from the Department of Health or a Public Health Nurse. Compare the value of different foods such as milk and soft drinks, bread and potatoes, liver and eggs.</p> <p>Students could be assigned topics from the list in C for study and written reports. A clear understanding should be obtained of the possible effects of proper food selection on these factors.</p> |
| D. Dietary Deficiency Diseases <ol style="list-style-type: none"> 1. Scurvy 2. Pellagra 3. Rickets | <p>The class might read and report on the nature of scurvy, why it was common in the days of sailing ships, why it still occurs whenever there is a rush to stake land in Canada's Northland, and why many Canadians do not have enough Vitamin C in their diet. Why do poorly nourished people sometimes develop "sores" on the skin?</p> <p>Discuss the best safeguards against rickets.</p> |
| 4. Simple goitre | <p>Vitamins are generally measured in international units. The class may be interested in looking up the number of units of Vitamin D a growing child should have every day.</p> <p>Explain that simple goitre is caused by a dietary deficiency in iodine.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| | <p>If information is available committees might report on the following men who have added to our knowledge of vitamins: Funk, Hopkins, Eijkman, Goldberger.</p> |
| <h3>III. THE PROCESS OF DIGESTION</h3> | <p>Since it is likely that the process of digestion is review for most students, a pretest of student knowledge would enable the teacher to choose the most suitable of the activities listed below. A knowledge of the process of digestion is desirable to encourage sound health practices in the use of food.</p> |
| <h4>A. Nature of Digestion</h4> | <p>As an introduction to this section the class might sketch the digestive tract in their notebooks, or examine the diagram on Page 69 of "Good Health for Better Living".</p> |
| <h4>B. Steps in Digestion</h4> | <p>Consider the learning level of the class in assigning activities from this section. Time does not permit detailed treatment. Because of the time factor, the lecture methods may be considered most practical.</p> |
| <h5>1. In the mouth</h5> | <p>The students might report on one of the following:</p> <ol style="list-style-type: none"> 1. The location of the salivary glands, marking in red the ones that become infected with mumps. 2. A taste bud, determining why food must be more or less liquid in order to be tasted. 3. The teeth, indicating the particular job each kind of tooth does. 4. The possibility of tooth decay resulting from over use of soft drinks and candy. |
| <h5>2. In the stomach</h5> | <p>Discuss with the class such topics as:</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| | <ol style="list-style-type: none"> 1. The capacity of the stomach 2. The production and use of rennet 3. The causes of "heartburn" 4. The common causes of stomach pains |
| <p>3. In the small intestine</p> | <p>Students should appreciate in a general way what takes place in the duodenum.</p> <p>Some knowledge of the location of the appendix and the nature of appendicitis is desirable.</p> |
| <p>C. Factors Influencing Digestion</p> <ol style="list-style-type: none"> 1. Physical factors such as fatigue and posture 2. Emotional factors 3. Nutritive factors 4. Digestibility of food | <p>The class might study factors that influence peristalsis and the removal of wastes. These would include fatigue, worry, diet, and the amount of water consumed.</p> <p>The teacher might discuss the harm done by the overuse of laxatives in preventing normal peristaltic movements and in removing important bacteria from the body.</p> |
| <p>IV. METABOLISM</p> <p>A. What it Means</p> <p>B. The Measurement of Energy</p> | <p>Refer to Section I in which food is classed as fuel.</p> <p>Explain that metabolism is the burning in the body cells of fuel from food, and oxygen from the air. Note that the basal metabolism of a body is significant to a doctor in diagnosing many ailments.</p> <p>The class should find out what it can about the unit used by scientists to measure the heat value of various foods. The students could list the calorie values of a few everyday foods and the factors that make a food high in calories.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| C. The Influence of Calories on Weight | <p>Check the work that has already been done on weight and diet in Grades VII and VIII, Unit II.</p> <p>Determine with the class the approximate number of calories needed each day. Explain that the eating of more than this requirement may increase weight. Discuss the dangers of a self-prescribed diet. Comment on the inadequacies of the usual weight tables.</p> |
| <p>V. SELECTION AND PREPARATION OF FOOD</p> <p>A. Selecting Proper Food</p> | <p>Have the class plan a day's menu according to Canada's Food Rules. The class might record the kinds of food eaten for two or three days and estimate whether or not they are getting sufficient foods from each of the five groups.</p> <p>What are some meat substitutes and why are they good substitutes?</p> <p>Reasons should be developed why milk is important for adults, as well as for children.</p> |
| B. Food Fads | <p>Canada's Food Rules are one criterion for choosing an adequate diet. They provide for a wide variety of foods, both cooked and raw. This list might be compared with some of the common diet fads: fallacious food combinations, "no breakfast", a diet of enriched foods and vitamins. Discuss the dangers associated with a diet cult in causing poor nutrition and neuroses about foods.</p> |
| C. Preparation of Food | <p>The class can examine how to retain food values in cooking and storing food.</p> |
| <p>D. Diseases Spread By Food</p> <p>1. Botulism</p> <p>2. Staphylococcus enteritis (toxin)</p> | <p>The teacher should discuss some of the unscientific notions that exist about food poisoning. Stress that spoiled food does not poison unless harmful bacteria are present. For this reason, there is no more danger of</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| 3. Salmonellosis 4. Streptococcal infections a. scarlet fever b. sore throat 5. Undulant fever 6. Typhoid fever 7. Hepatitis 8. Tuberculosis 9. Trichinosis 10. Tapeworm 11. Longworm | poisoning from foods left in open cans than foods left in other containers. Consider why such foods as ready-cooked meats, cakes, and pies with cream fillings more commonly cause food poisoning than other foods. |

ADDITIONAL SOURCES

- S-ref: **Enjoying Health:** Jones, Pages 25, 39, 42-44, 73-89, 103-105, 137, 145-146, 385-386.
- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 77-126.
- S-ref: **Health and Safety for You:** Diehl and Laton, Chapters 8, 9, 16 and Page 106.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 62, 249-270, 289-302, 422-423.
- T-ref: **Psychology for Living:** Sorenson and Malm, Pages 452-453.
- DPH (1): **Healthful Eating**, Nutrition Division Department of National Health and Welfare (48 pages).
- DPH: **Pure Food Safe Drugs, Food and Drug Divisions**, Department of National Health and Welfare (36 pages).
- DPH: **Good Red Blood**, Nutrition Division, Department of National Health and Welfare (leaflet).
- DPH (1): **Guide to Better Nutrition Wall Chart**, H. J. Heinz Company.
- DPH (1) T-ref: **Facts About Foods**, H. J. Heinz Company (21 pages).
- DPH: **Overweight and Underweight**, Metropolitan Life Insurance Company (32 pages).
- DPH: **Hidden Calories That Tip the Scales**, Metropolitan Life Insurance Company (card).
- DPH: **Typhoid, Paratyphoid, Dysentery, and Food Infections**, Department of Public Health (leaflet).

GRADE EIGHT — UNIT VIII — SAFETY AT SCHOOL

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

In Grade VIII safety in and around the school is considered. **As an outcome of the work in this unit, the student should have acquired the understanding that such safety depends on the co-operative efforts of teachers, students, caretakers, bus drivers, and others.** He should also be aware of and know how to take first-aid measures if the need should arise. Students should be able to make a critical survey of possible hazards and to work out solutions for overcoming them. Responsibility should be developed for the protection of younger children through such activities as organized highway patrols, monitoring in halls and washrooms, and assisting on the playgrounds. The work of the unit should help the student develop the attitude that safe practices depend to a large extent upon his willingness to assume a share of responsibility.

PRIMARY REFERENCES

Good Health for Better Living, Pages 151-153, 243-259, 282-295.
Into Your Teens, Pages 272-307.

Manual on Civil Defence (contains information on fire drills and other emergency situations, including safety measures in bus transportation), available from the Department of Education.

CAUTION

The teacher must remember that only 8-15 periods will be available for this unit. To take more periods is to deprive some other unit of its rightful time. **It is not intended that all the topics and sub-topics be discussed in detail.** The following **suggested** time allotment may be found useful as a guide:

Section I—two to three periods
 Section II—one to two periods
 Section III—two to four periods
 Section IV—one to two periods
 Section V—one to two periods
 Review and
 evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>I. SCHOOL ACCIDENTS</p> <p style="padding-left: 20px;">A. Their Causes and Prevention</p> <p style="padding-left: 40px;">1. Physical condition</p> <p style="padding-left: 60px;">a. value of medical examination</p> | <p>The total environment of the students' own school should be the scope of this unit. A committee should be appointed to make a study of accidents that occur in the school and to determine the hazards that exist. One such study of school accidents showed that almost half the accidents occurred in unorganized activities.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>2. Importance of rules and proper techniques</p> <p>3. Faulty equipment</p> <p>4. Accident proneness</p> <p>B. Special Hazards in Various Rooms</p> <p>1. Gymnasiums</p> <p>2. Washrooms</p> <p>3. Locker rooms</p> <p>4. Halls</p> <p>5. Auditoriums</p> <p>6. Laboratories</p> <p>7. Swimming pools</p> | <p>Questions such as the following might be assigned for individual study:</p> <p>Why does a medical examination of each player help to make athletics safer?</p> <p>What part does physical condition play in accidents that occur in sports?</p> <p>How does knowledge of the rules of the game and of proper techniques help to prevent accidents?</p> <p>Why are a few people more likely to have accidents than others?</p> <p>The class should develop a check list of hazards in various rooms in the school. Proposed improvements could be discussed at the Students' Union or Students' Council.</p> <p>A code of behavior for the gymnasium, for the halls and stairways should be developed with emphasis on consideration for and responsibility toward others.</p> |
| <p>II. FIRE DRILL</p> <p>A. Organization of Class and School Procedures in Fire Drills</p> <p>1. Fire-drill procedure</p> <p>2. Provision for safety of all people</p> <p>3. Assignment of specific responsibilities</p> <p>4. Analysis of fire-drill effectiveness</p> <p>Manual on Civil Defence</p> | <p>In Civil Defence a major consideration is the prevention of panic. Discuss with the class the importance of remaining calm in meeting emergencies as fires, accidents, and disasters. Resolution in overcoming little fears, consideration for others, respect for property, individual responsibility for the maintenance of morale, should be discussed.</p> <p>Have the class develop drill programs which make use of alternate exits. Discuss ways of checking to see</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>B. Fire Hazards at School</p> | <p>that all personnel are out of the building. Plan for the provision of safety points out-of-doors where children cannot be injured by falling walls, cannot interfere with firemen working, or cannot return to the building without being noticed.</p> <p>A list of the causes of school fires can be compiled. Discuss how such fires are preventable. A manual on Civil Defence, covering fire drill and emergency situations, is available and and is being distributed.</p> |
| <p>III. ACCIDENTS THAT HAPPEN ON THE WAY TO AND FROM THE SCHOOL</p> <p>A. Hitch Hiking</p> <p>B. Jay Walking</p> <p>C. Careless Bicycle Riding</p> <p>D. Walking on the Wrong Side of the Highway</p> <p>E. Playing Games on the Street or Highway</p> | <p>If the school is located on any main traffic road or highway, a safety patrol will be needed. If necessary, discuss the matter with the principal. Information may be obtained from the nearest branch of the Alberta Motor Association.</p> <p>The class should discuss possible dangers of jay walking, hitch hiking, and walking on the highway. It is important to point out the responsibilities placed on others by people who do such things.</p> <p>The local bicycle-riding by-laws should be studied and a code of ethics for the bicycle-rider developed.</p> |
| <p>IV. FIRST AID FACILITIES IN YOUR SCHOOL</p> <p>A. First Aid Kit</p> <p>1. What it should contain</p> | <p>General principles of first aid should be closely correlated with safety education. Some time should be devoted to demonstration and practice of simple first-aid procedures. A review of procedures to be used with sprains, dislocations, and fractures is desirable.</p> <p>Discuss ways and means of taking care of people requiring first-aid measures.</p> |
| <p>V. DROWNING</p> <p>A. Prevention</p> | <p>The importance of learning how to swim should be emphasized. A Swimming and Water Safety Manual is avail-</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>B. Artificial Respiration</p> <p>Points to Remember in Artificial Respiration, prepared by St. John Ambulance.</p> | <p>able from the Canadian Red Cross Society. From this and other sources the class could develop a set of water safety rules. Any survey of water safety measures, both for swimming and boating, should take into account the experiences the members of the class may have had or are likely to face in the future. Provision should be made for demonstrating artificial respiration. If time permits the class might practice it.</p> |

ADDITIONAL SOURCES

S-ref: **Health and Safety for You:** Diehl and Laton, Pages 32, 33-36, 44-70.

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 235-237, 344-364, 374-381, 384-385, 387-390.

S-ref: **Enjoying Health:** Jones.

S-ref: **First Aid to the Injured,** St. John Ambulance Association.

*GB T-ref: **Manual of Civil Defence,** Department of Education.

T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 223-227.

T-ref: **Health for You:** Crisp, Chapters 28, 29, 31.

DPH: **First Aid—What to Do While Waiting for the Doctor,** Metropolitan Life Insurance Company (32 pages).

Canadian Red Cross Society, Calgary and Edmonton:

Swimming and Water Safety Manual (114 pages) 25c.

Read This (a water safety pamphlet).

Help Prevent Drownings (a card with directions for making a safety buoy), a mimeographed quiz, and posters are also available upon request.

GB: **Points to Remember in Artificial Respiration,** St. John Ambulance (leaflet).

Alberta Safety Council, 2 - 10526 Jasper Avenue, Edmonton:

New Way to Save a Life (leaflet) Metropolitan Life Insurance Company.

Stop, Look and Live (leaflet), Metropolitan Life Insurance Company.

SBB-so: **Your Safety Handbook:** Dearborn, Junior Life Adjustment Booklet.

*GB FA: **Fire Prevention Education,** Queen's Printer, Ottawa. (140 pages).

Films and film strips on safety are available from the Department of Public Health.

GRADE EIGHT — UNIT IX — OCCUPATIONS IN THE COMMUNITY

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

Students at this age level are developing an interest in occupational choices in terms of the work available in their community and their own spare-time job experiences. **As a result of the work of this unit the students should have acquired the understandings that the qualities leading to success in school also lead to success in spare-time jobs; that courses taken in school help in the preparation for work outside of school; and that good working habits needed in school are also required in such jobs.**

PRIMARY REFERENCES

Into Your Teens, Pages 308-337.

Being Teen-Agers, Chapters 17, 18, 19, 21-23.

CAUTION

The teacher must remember that only 6-12 periods will be available for this unit. To take more periods is to deprive some other unit of its rightful time. **It is not intended that all the topics and sub-topics be discussed in detail.** The following **suggested** time allotment may be found useful as a guide:

Section I—two to five periods

Section II—three to five periods

Review and

evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>I. LEARNING FROM WORK</p> <p>A. Investigation of Spare-Time Jobs</p> <p>1. Kinds of Jobs: include such jobs as:</p> <ul style="list-style-type: none"> a. baby sitting b. delivering supplies c. paper routes d. chores e. mowing lawns | <p>This section should be varied to suit the particular school situation. Rural and urban spare-time jobs will need to be considered.</p> <p>Emphasis should be on aiding the student in exploring spare-time jobs presently available, and jobs that might interest him later on.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>2. Information needed:</p> <ul style="list-style-type: none"> a. possible employers b. hours of work c. wages d. duties e. working conditions f. future leads <p>3. Points to consider in spare-time work:</p> <ul style="list-style-type: none"> a. advantages <ul style="list-style-type: none"> i. knowledge ii. experience iii. money iv. independence b. disadvantages <ul style="list-style-type: none"> i. health ii. time budget c. legal aspect <ul style="list-style-type: none"> i. age and hours of work d. parents' wishes <p>B. Learning How to Apply for and Keep a Spare-Time Job</p> <ul style="list-style-type: none"> 1. Personal appearance 2. Questions that may be asked and the answers that should be given 3. Kinds of work habits, and their value 4. Importance of personal relationships with fellow workers | <p>The class could complete a chart to include information such as is listed under content, similar to that found in Into Your Teens, Pages 311.</p> <p>Work experience is of value in helping students to develop better work habits generally, and to assume responsibility. Student experience should be used in developing this topic.</p> |
| <p>Into Your Teens, Pages 312-319.</p> <p>Being Teen-Agers, Chapters 21, 22.</p> | <p>The purpose of this section is to stress the relationship between good school habits and attitudes, and success in jobs.</p> <p>The student should realize that one of the important things to learn as he is growing up is how to get along with different kinds of people in a variety of situations.</p> <p>Skits and sociodramas may be used to demonstrate correct procedures in applying for and keeping a job.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>II. WORK IN THE COMMUNITY</p> <p>A. Survey of Community Jobs</p> <p>1. Employment of friends, relatives and acquaintances</p> | <p>The completeness of the survey will be affected by the ages and interests of the students. Pupils often have a meagre knowledge of the wide range of vocations available. However, no attempt at classification of occupations should be made in this grade. General information only should be provided.</p> |
| <p>Being Teen-Agers, Chapter 17.</p> <p>B. What Part does Education Play in Vocational Planning</p> <p>1. Kinds of education jobs require</p> <p>a. general education</p> <p>b. special training for particular kinds of work</p> <p>c. exploratory subjects of value in the "special training" field</p> | <p>The purpose of this section is to help the student recognize the practical value of an adequate education before he enters employment. He should also be encouraged to realize that subjects have a job-training value even when they are not directly related to the occupation.</p> <p>Working with the occupations discussed in Section I and II, Part A, the class can evaluate the importance of various subjects as they relate to specific jobs.</p> |
| <p>Being Teen-Agers, Chapter 18.</p> <p>Into Your Teens, Pages 324-327.</p> <p>2. School records are important</p> <p>a. The personal growth aspects of the report card</p> <p>b. Cumulative records for character reference purposes</p> <p>Being Teen-Agers, Chapter 21, Pages 166-171.</p> | <p>Stress that evidence of school progress and work attitudes through the years is considered important for future training and employment.</p> <p>Speakers such as the principal or counsellors, could be invited to the class room to explain just how these records are used for reference purposes.</p> |

ADDITIONAL SOURCES

S-ref: **Growing Up:** Billett and Yeo, Pages 308-314, 316, 326-327.

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 335-342.

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, and McKinney, Pages 201-206, 208-214, 216-228, 232-233.

T-ref: **Psychology for Living:** Sorenson, Pages 483-584.

*GB: **Occupational Trends and Employment Opportunities**, 1956, Guidance Branch, Department of Education, Page 60.

SBB-so: **Exploring the World of Jobs:** Kitch, Junior Life Adjustment Booklet (40 pages).

UNITS FOR GRADE IX

GRADE NINE — UNIT I — EFFECTIVE LEARNING

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

In Grade IX the emphasis is on the development of efficient study techniques and good school spirit. **As an outcome of the work of this unit the student should have acquired the understanding that school performance can be improved by efficient study habits.** He should know that a high school education will help him to prepare for his vocational career and should assist him to live a fuller, richer life. He should also know the meaning and value of good school spirit, and recognize his responsibility in fostering its development. In short, he should be displaying a more mature attitude toward education, and toward his responsibilities as a senior student in the junior high school.

REFERENCES

Youth and Tomorrow, Chapters 4, 5, 6

CAUTION

It must be remembered that only 6-12 periods will be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that the topics and sub-topics should all be discussed in detail.** The following time allotment might be considered reasonable under most circumstances:

Section I—two to three periods

Section II—three to five periods

Review and evaluation—one to four periods.

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| I. SCHOOL ORGANIZATION AND ADMINISTRATION | |
| A. Rules and Regulations | This need be but a very brief review with emphasis on new rules, rule changes, and rules of particular interest to Grade IX students. Senior students will be more favorably disposed toward rules that seem necessary. The teacher is referred to Grade VII, Unit I, Section I, C. |
| B. School Spirit | School spirit is hard to define. It is better, perhaps, to consider it in terms of the kind of behavior which indicates good school spirit. Practical illustrations from the existing school situation might be discussed. |
| 1. Putting the welfare of the school ahead of one's own desires | |
| 2. Supporting the activities of the school such as: | |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <ul style="list-style-type: none"> a. parties b. yearbook c. debates d. sports contests <p>3. Supporting school teams</p> <ul style="list-style-type: none"> a. Cheering teams either in winning or losing b. applauding the opposing team for good play <p>4. Obeying rules and regulations cheerfully</p> <p>5. Taking a pride in the appearance of the school</p> | |
| <p>Youth and Tomorrow, Chapter 4.</p> | |
| <p>II. STUDY HABITS</p> <p>A. Physical Conditions for Study</p> <p>B. The Study Schedule</p> <ul style="list-style-type: none"> 1. The importance of a regular time for study each day. 2. Dividing the time available among the various subjects to be studied, giving special attention to weak subjects. <p>C. Study Techniques</p> <ul style="list-style-type: none"> 1. Knowing the aim of each assignment 2. Fixing the attention | <p>Topic A is well covered in most of the primary and secondary references. For this reason, it is considered unnecessary to list desirable conditions here. A quick review should prove helpful.</p> <p>Each student might prepare a tentative study schedule and discuss it in class. The incorporation of "outside" study, such as music practice, into the study schedule might well be discussed.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <ul style="list-style-type: none"> 3. Notemaking 4. Using notes from lectures 5. Getting an overview 6. Thinking about what one reads 7. Outlining difficult material 8. Asking oneself questions based on the lesson 9. Overlearning <p>Youth and Tomorrow, Chapter 6.</p> | <p>Instruction on outlining and note-making is more properly the job of the language teacher. The importance of these skills should be stressed. This discussion may motivate students to acquire specific skills during language classes.</p> |
| <p>D. Aids to Memory</p> <ul style="list-style-type: none"> 1. Obtaining clear original impressions 2. Separating main facts from minor details 3. Forming associations 4. Memorizing or learning by wholes rather than by parts <p>Youth and Tomorrow, Chapter 5.</p> | |
| <p>E. Tests</p> | <p>Grade IX is an examination year. Some discussion of techniques for writing tests would be desirable at the end of the year. Refer to Unit I, Grade VIII.</p> |

ADDITIONAL SOURCES

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney, Pages 10, 14, 22-26, 28-49.

S-ref: **Growing Up:** Billett and Yeo, Pages 219-224.

S-ref: **Personality and School:** Bliss, Pages 43-55, 107-162, 192-199, 242-250, 276-280.

T-ref: **Psychology for Living:** Sorenson and Malm, Chapters 16, 17, 18.

S-lib, SBB-so: **Study Your Way Through School:** Gerken, Life Adjustment Booklet, (47 pages).

SBB-so: **How to Take a Test:** Heston, Life Adjustment Booklet (47 pages).

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>B. Influence of These Glands on Growth</p> <p>C. Maintaining Normal Glandular Balance</p> | <p>Exercises, if needed, may be found on P. 97 of "Building Health".</p> |
| <p>III. MAKING THE BEST USE OF ONE'S SENSES</p> | |
| <p>A. Structure and Function of the Eye</p> | <p>Construction of the eye and the functions of its various parts should be understood generally.</p> |
| <p>1. Common defects</p> <p>a. short-sightedness (myopia)</p> <p>b. long-sightedness (hyperopia)</p> <p>c. astigmatism</p> | |
| <p>2. Corrective lenses</p> | <p>The use of sun glasses should be examined and possible abuse analyzed.</p> |
| <p>3. Care and adjustment of glasses</p> | <p>Students who wear glasses might report on their proper care.</p> |
| <p>4. Eye services</p> <p>a. oculist</p> <p>b. ophthamologist</p> <p>c. optometrist</p> <p>d. optician</p> | <p>The need for a check-up of the eyes at regular intervals to keep pace with vision changes should be emphasized. An eye chart can be obtained from the Canadian National Institute for the Blind at Edmonton or Calgary.</p> |
| | <p>Confusion sometimes arises as to the differences in function of those persons concerned with care of the eyes. This should be clarified.</p> |
| <p>5. Adequate lighting</p> | <p>The classroom might be checked for adequate lighting, using a light meter if one is available. The principles upon which good lighting is based can be examined.</p> |
| <p>B. Structure and Function of the Ear</p> | <p>The hearing process should be explained. Refer to Grade VII, Unit II for the extent of previous study of the ear.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| <ol style="list-style-type: none"> 1. Ways by which a person may be helped to hear, such as: <ol style="list-style-type: none"> a. aural hygiene <ol style="list-style-type: none"> i. removal of wax b. clear articulation by others c. hearing aids 2. Ways of preventing hearing loss, such as: <ol style="list-style-type: none"> a. avoiding common colds b. avoiding very loud noises | |
| <p>IV. MAKING THE MOST OF ONE'S APPEARANCE</p> <p>A. The Importance of Good Grooming</p> <ol style="list-style-type: none"> 1. Use of cosmetics 2. Care of clothing and shoes <ol style="list-style-type: none"> a. types of clothing suitable for school parties, sports, street wear, and the seasons b. budget considerations <p>B. Personal Hygiene</p> <ol style="list-style-type: none"> 1. Care of the skin, hair, nails 2. Bathing <p>C. Good Carriage</p> | <p>Refer to Grade VII, Unit II. This section may also correlate with Grade IX, Unit IX, Applying for a Job.</p> <p>Pictures of clothing suitable for teen-agers could be cut from magazines or other sources, and mounted. If this is discussed in Home Economics correlation should be provided for and duplication avoided.</p> <p>An essay on "The Effect of Good Posture on Appearance" might serve for evaluation.</p> |

ADDITIONAL SOURCES

- S-ref: **Health and Safety for You:** Diehl and Laton, Pages 115-119, 146, 167-168, 176-184, 333-353, 368-375, 435.
- S-ref: **Enjoying Health:** Jones, Chapters 4-7, 9, 10, 13, Page 329.
- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 53-54, 58-63, 95, 162-190, 212-221.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 35, 92-99, 349-393.
- T-ref: **Psychology for Living:** Sorenson and Malm, Pages 29, 49-57, 290-291, 513-515.
- DPH-T-ref: **Understanding Your Teen-Ager.** Metropolitan Life Insurance Company (20 pages).
- DPH: **Eye Care** (25 pages), **Save Your Eyes** (5 pages) and **Ear Trouble** (leaflet), Blindness Control Division, Department of National Health and Welfare.
- DPH: **You're A Young Lady Now** (12 pages) and **Very Personally Yours** (19 pages), Canadian Cellucotton Products Company Limited.

GRADE NINE — UNIT III — THE CHANGING HEALTH PICTURE

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired the understandings that our national health is influenced by cultural changes such as the growth of industrialization and that increased longevity is largely due to progress in medical science. He should become informed of the part that Canadian citizens play in promoting health and welfare. The unit also provides an introduction to alcohol education which has as its aim the provision of accurate information for the guidance of the student.

PRIMARY REFERENCES**Building Health**, Chapter 1**Facts About Alcohol**, McCarthy, Chapters 1, 3, 4, 9.**CAUTION**

It must be remembered that only eight to fifteen periods will be available to cover this unit. To take more time is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics should be discussed in detail.** The following suggested time allotment may be helpful:

Section I—two to four periods

Section II—two to four periods

Section III—three to four periods

Review and evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|--|---|
| <p>I. POPULATION CHANGES</p> <p>A. Immigration</p> <p>B. Increasing Birth Rate</p> | <p>This unit lends itself to student research. Some statistical material will be found in the resource book.</p> <p>The students may be led to appreciate the value of statistics in health if the implications of the statistics are brought out in class discussion.</p> <p>A graph might be made of immigration to Canada since 1900. Explanations should be made for sudden increases and declines. Explain why immigration leads to a younger population.</p> <p>The 1956 report indicated that Canada has the highest birth rate of</p> |

| CONTENT | TEACHING SUGGESTIONS |
|--|--|
| <p>C. Increased Longevity</p> | <p>the so-called "developed" countries. A graph might be made showing the birth rates in Canada for the past 25 years. Our birth rate might be compared with that of other countries such as England, France, and Sweden. Note the decline of infant and maternal mortality rates.</p> <p>Compare the average span of life in 1920 with that of today. What is the trend in the death rate of Canada over the past 25 years? The birth rate may be compared with the death rate to obtain the natural increase. What is the trend in the natural increase?</p> |
| <p>II. FACTORS AFFECTING THE GENERAL HEALTH PICTURE</p> <p>A. Leading Causes of Death</p> <ol style="list-style-type: none"> 1. Decreasing deaths from communicable diseases <ol style="list-style-type: none"> a. immunization <ol style="list-style-type: none"> i. diphtheria ii. whooping cough iii. scarlet fever b. antibiotics 2. Increasing deaths from degenerative diseases <ol style="list-style-type: none"> a. heart disease b. cancer 3. Increasing tensions in modern society <ol style="list-style-type: none"> a. mental illness b. alcoholism 4. Increasing accident rate <ol style="list-style-type: none"> a. motor accidents b. other accidents | <p>Examine the reasons for the decrease of communicable diseases. Compare the decline in the number of deaths from whooping cough, diphtheria, or scarlet fever to the increasing number of deaths from heart disease and cancer. Note that accidents are the leading cause of death in the age group from 10 to 19 years.</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| <p>B. Better Health Services</p> <ol style="list-style-type: none"> 1. Wider dissemination of health knowledge 2. Progress in medicine <ol style="list-style-type: none"> a. increased medical knowledge b. availability of service c. greater demand for services 3. Government grants 4. Increasing hospitalization <ol style="list-style-type: none"> a. services in Alberta <ol style="list-style-type: none"> i. maternity ii. tuberculosis iii. poliomyelitis iv. cerebral palsy 5. Voluntary health services | <p>The provincial Department of Health, aided by federal funds, makes grants to local services. How do grants tend to influence health services?</p> <p>Consider the possible relationship between hospitalization for maternity cases in Canada and the decline in infant mortality. The class should examine the services offered by the Government of Alberta in the way of diagnostic clinics, hospitalization, treatment and rehabilitation for those suffering from cancer, polio, tuberculosis, cerebral palsy and rheumatoid arthritis.</p> <p>Consider the place of volunteer agencies such as the Canadian Arthritis and Rheumatism Society in research, treatment, and in drawing public attention to disease.</p> |
| <p>C. Increased Urbanization</p> | <p>Compare the rural and urban populations of Canada from 1900 to 1950.</p> |
| <p>D. Changing Standard of Living</p> <ol style="list-style-type: none"> 1. Transportation <ol style="list-style-type: none"> a. roads b. streets and sidewalks | <p>The teacher could supervise a panel on changes in the standard of living in Alberta during the last 25 years. Relate these factors to our changing health picture in Alberta. Discuss the means a small town can use to finance such services as water and sewers.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <ul style="list-style-type: none"> 2. Utilities <ul style="list-style-type: none"> a. rural electrification b. water and sewers c. gas d. telephones 3. Housing problem 4. Nutrition problem 5. Recreation | |
| <p>III. ALCOHOL IN OUR SOCIETY</p> <ul style="list-style-type: none"> A. The Nature of Ethyl Alcohol <ul style="list-style-type: none"> 1. How it is produced 2. Types of alcoholic beverages <ul style="list-style-type: none"> a. wines, by fermentation b. beer, by brewing c. whisky, by distillation 3. Some properties of alcohol 4. What happens to alcohol in the body? <ul style="list-style-type: none"> a. absorption b. elimination c. oxidation B. Why Young People Should Study in This Area <ul style="list-style-type: none"> 1. Correct information necessary as intelligent basis for future decision | <p>Students should possess some factual knowledge about alcohol and its properties before proceeding with a discussion of its place in society.</p> <p>Any discussion about alcohol at this grade level must recognize the limitations imposed by the age levels and general interests of the students. The teacher should read the supplementary material on alcohol in the resource book, especially that pertaining to the philosophy of this section of the course to gain insight into the approach to be used.</p> <p>The material in this unit provides an overview and introduction to the subject. Each of the factors listed under the content need not be studied exhaustively since a limited amount of time is available. The opinions expressed by the class will demonstrate</p> |

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| <ul style="list-style-type: none"> a. The custom of drinking is not harmless. b. Sooner or later the problem of accepting or avoiding the use of alcohol is faced. <p>2. A problem of some consequence</p> <ul style="list-style-type: none"> a. extent of drinking <ul style="list-style-type: none"> i. drinking by a large percentage of adults in Canada ii. used socially; abused socially b. pressures encourage drinking <ul style="list-style-type: none"> i. adult example ii. advertising iii. tensions in modern living c. an increasing public health problem | <p>the need for dependable and factual information.</p> |
| <p>C. Abuse of Alcohol</p> <ul style="list-style-type: none"> 1. Traffic problem 2. Personal relationships 3. Job efficiency <ul style="list-style-type: none"> a. absenteeism 4. Financial loss 5. Nutrition <ul style="list-style-type: none"> a. little food value b. may displace foods | <p>Bring out by discussion that although a number of serious conditions may result from excessive long-term drinking, other dangers are of more immediate concern to adolescents.</p> |

ADDITIONAL SOURCES

Supplementary material on alcohol is available in resource book.

S-ref: **Enjoying Health:** Jones, Chapters 18, 22, 23.

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 390-394, 414, 426-455.

S-ref: **Health and Safety for You:** Diehl and Laton, Pages 12-16, 18-21, 33, 36, 360, 466-475.

T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 13-20.

T-ref: **Manual of Reference for Alcohol Education,** Department of Education, British Columbia, Chapters 1, 2, 5.

T-ref: **A Manual of Alcohol Studies for Schools,** Department of Education, Manitoba, Chapters 2, 4, 5, 7, 9, 11, 12, 13.

T-ref: **Alcohol Education:** Hirsh, Chapters 1, 3, 5, 6.

T-ref: **Teen-Agers and Alcohol:** McCarthy.

SBB-so: **How Long Do You Want to Live?,** Science Research Associates Modern World of Science Series (48 pages).

DPH: **Canada's Health and Welfare Program,** Department of National Health and Welfare (14 pages).

DPH: **Alberta's Health Services Program,** Department of Public Health (40 pages).

DPH: **Your Health Unit,** Department of Public Health (8 pages).

DPH: **Municipal Nursing,** Department of Public Health (leaflet).

*GB FA: **The Physiology of Alcohol:** Greenberg, Alcoholism Foundation of Alberta (16 pages).

(Suggested time allotment: 3-4 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired an understanding of how the body protects itself and how an individual can assist the body's defences by the use of simple, scientific health practices. He should realize that good health depends not only upon his own health habits, but also upon community co-operation in the development of good public health practices. He should be aware of the services provided by the government for the protection of the health of the individual and the community, and should be concerned with doing his part to prevent the spread of disease.

REFERENCES

Building Health, Chapter 9.

CAUTION

It must be remembered that only 6-12 periods will be available to cover this unit. To take more time is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics should be discussed in detail.** The following **suggested time** allotment might be helpful:

Section I—two to three periods

Section II—one to three periods

Section III—two to three periods

Review and evaluation—one to three periods.

| CONTENT | TEACHING SUGGESTIONS |
|---|---|
| <p>I. THE BODY PROTECTS ITSELF AGAINST DISEASE</p> <p>A. Agents of Protection</p> <p>1. The skin</p> <p>2. The nose</p> | <p>The class might list ways in which the protective armor of the skin can be broken, e.g., cuts and abrasions, insect bites, poor nutrition especially from a diet high in sugar.</p> <p>A student might draw on the blackboard a diagram of the nose showing the connecting sinuses. It should be noted that air must pass over a great area of warm, moist membrane. The</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| | value of cilia and mucus should be considered. |
| 3. Tear ducts, their function and location | The reason why it is not normally necessary to wash the eyes or use drops in them should be explained. |
| 4. White blood cells | Pupils should know something of the work of the white corpuscles, and the purposes of a blood count. |
| 5. Antibodies <ul style="list-style-type: none"> a. What they are. b. How they develop in the blood. c. What the differences are between a toxoid and a vaccine. d. How antitoxin is obtained. e. How immunization is developed in the body. | An examination of the results of immunization over the years will bring out the fact that many of the formerly well-known communicable diseases are now rarely encountered. It should also bring out the effectiveness of present-day immunization methods by reference to "booster shots" of diphtheria toxoid. |
| 6. The development of a fever and conditions conducive to it. | Consider that an increase in normal temperature inhibits the reproduction of invading germs. |
| II. FACTORS INFLUENCING THE RESISTANCE OF THE BODY TO DISEASE | "A nation's fitness is measured in terms of the fitness of its people." Obtain student reaction to this statement. |
| 1. Good circulation | The particular roles of vitamins A and C in developing body resistance to disease should prove of practical value to students. |
| 2. Diet | |
| 3. Relationship of weight | |
| 4. Fatigue | |
| 5. Worry | |
| 6. Emotional upsets | |
| 7. Loss of blood | |
| 8. Infections | |

| CONTENT | TEACHING SUGGESTIONS |
|---|--|
| <p>9. Changes of temperature</p> | <p>To illustrate the effects of changing temperatures the problem of ventilation of the classroom would make an interesting study.</p> |
| <p>III. THE COMMUNITY PROTECTS ITSELF AGAINST DISEASE</p> | |
| <p>A. Public Health Personnel in the Community</p> | <p>Examination of the duties of health personnel such as sanitary inspector, public health nurse, medical health officer, and sanitary engineer should result in proper appreciation of what public health services are.</p> <p>Students should know what services are provided by the Provincial Health Department to assist in preventing the spread of communicable diseases. This should be very general, as it is studied in detail in Grade X.</p> |
| <p>B. Sanitation in Restaurants</p> | |
| <p>1. Public health regulations; how they are enforced.</p> | |
| <p>C. Protection of the Community Water Supply</p> | |
| <p>1. An underground water supply</p> | |
| <p>2. Filtration</p> | |
| <p>3. Chlorination</p> | |
| <p>D. Protection of the Milk Supply</p> | <p>Typhoid, paratyphoid, and dysentery may be water-borne diseases; however, because of treatment of water supplies, they are usually carried in infected food.</p> <p>Pupils should understand that tuberculosis, typhoid, septic sore throat, scarlet fever, diphtheria and undulant fever may be spread by impure milk. See Grade VII, Unit IV for previous study of some of these diseases. Reports on the milk sold in the community could be made. How are the regulations for the testing of cattle for T.B. carried out?</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>E. Garbage and Sewage Disposal</p> <ol style="list-style-type: none"> 1. Urban methods 2. Home precautions | <p>The responsibilities of municipal authorities and of individual families for the disposal of garbage can be examined.</p> |
| <p>F. Swimming Pool Sanitation</p> | <p>Regulations for the building and operation of swimming pools may be obtained from the Division of Sanitary Engineering, Department of Health.</p> |
| <p>G. Rats, Flies, Ticks</p> | <p>The dangers from such vermin, as well as their control, should be stressed.</p> |

ADDITIONAL SOURCES

- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 114-126, 148-149, 167-168, 244-252, 255-261, 288-293, 295-302.
- S-ref: **Enjoying Health:** Jones, Pages 50-51, 132-133, 310-333, 360-379.
- S-ref: **Health and Safety for You:** Diehl and Laton, Pages 166, 189-190, 215-216, 391-395, 398-413, 431-435, 472-473.
- S-ref: **Growing Up:** Billett and Yeo, Pages 90-103.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 167-168, 182-187, 195-196, 329.
- S-lib: **Good Health For Better Living:** Jones, Morgan, Landis, Pages 129-151.
- DPH: **Domestic Sewage Disposal**, (16 pages); **Safe Milk**, (leaflet); **Rural Waters**, (14 pages); Department of National Health and Welfare.
- DPH: **Diseases Communicated by Intestinal Discharges; Raw Milk, Undulant Fever, Typhoid, Paratyphoid, Dysentery, and Food Infections** (leaflets); **Protection of the Community's Food Supply** (8 pages); **Protecting the Community Milk Supply** (8 pages); **Disposal of Community Wastes** (leaflet); Department of Public Health, Edmonton.
- DPH: **The Spotted Fever Tick in Alberta; Tick Borne Diseases of Man and Methods of Prevention; The Rat, An Expensive and Dangerous Pest** (leaflets); **Control of Houseflies and Mosquitoes** (6 pages); Division of Entomology, Department of Public Health.

GRADE NINE — UNIT V — INDIVIDUAL GROWTH

(Suggested time allotment: 6-7 weeks)

INTRODUCTORY STATEMENT

In this unit the emphasis is on improvement of behavior through the understanding of human needs. **As an outcome of the work of the unit the student should have acquired the understanding that he can improve his character and personality by earnest effort.** He should also be acquiring the habit of judging his actions in terms of sound living standards based upon self-discipline. He should be increasing in willingness to face his personal problems and work intelligently toward their solution. He should be aware of his responsibility in selecting worthwhile goals, and for adopting worthwhile ideals to aid him in achieving these goals.

REFERENCES

Youth and Tomorrow, Chapters 7, 8, 9

4 Square Planning for Your Career, Pages 40-50

Facts About Alcohol, Chapters 1, 5, 6, 9.

CAUTION

It must be remembered that only 12-21 periods are likely to be available to cover this unit. To take more periods is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics should be discussed in detail.** The following suggested allotment might be helpful:

Section I—two to three periods

Section II—three to five periods

Section III—three to five periods

Section IV—two to four periods

Review and evaluation—two to four periods.

| CONTENT | TEACHING SUGGESTIONS |
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| I. KNOWING MYSELF A. Different "Selves" 1. The kind of person I think I am 2. The kind of person other people think I am 3. The kind of person I really am 4. The kind of person I should like to be | <p>Section I is designed as an introduction to the unit. It should result in much valuable discussion, but care must be taken not to encourage the students to become unduly introspective. Most students should conclude that their "real selves" are reasonably satisfactory, and need only a few improvements or adjustments here and there.</p> <p>The treatment accorded this section in the primary reference is interesting and very readable. It is sug-</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>B. My Future "Self"</p> <ol style="list-style-type: none"> 1. Meaning of "ideals" 2. How my ideals may influence my future "self" 3. Where do I get my ideals? <ol style="list-style-type: none"> a. from parents b. from outstanding people such as statesmen, scientists, or sports figures c. from religious training 4. A reasonable ideal | <p>gested that discussion should follow the reading by all students of the recommended chapter in the primary reference.</p> <p>It is important that the students understand that ideals are really the standards or rules by which we determine our behavior. Discussion might bring out that each one of us, if he lives by his ideals, will be greatly influenced by them.</p> <p>An interesting discussion might develop about examples of ideals which are acquired from these sources. It would be well to point out that unsportsmanlike behavior of some sports figures shows the lack of a strong ideal.</p> |
| <p>Youth and Tomorrow Chapter 7.</p> | <p>Emphasis should be on setting our ideals high enough to be worthwhile, but not so high as to be impossible of attainment.</p> <p>Reports and discussions should bring out the importance of churches and Sunday schools in building and maintaining ideals. Reference might be made to the Ten Commandments, the Beatitudes, the Golden Rule, and other widely-known religious teachings and guides to ideal character. How are these ideals supported and opposed by radio, television, and the comics?</p> |
| <p>B. Social Needs</p> <ol style="list-style-type: none"> 1. Need for approval 2. Need for affection or companionship 3. Other social needs | <p>This topic might provide an opportunity for the discussion of satisfactory relations with others including those in the same age group and of both sexes. Good attitudes toward others could be listed as a factor which may bring satisfaction of social</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>C. Self Needs</p> <ol style="list-style-type: none"> 1. Need for achievement and recognition of this achievement 2. The need for religion 3. Need for self-respect <p>Youth and Tomorrow, Pages 124-131.</p> | <p>needs. Even "dating" might be included if the class is mature.</p> <p>The references are especially good and could provide the basis for profitable discussion. Some of the exercises suggested will be useful.</p> <p>The project on religious needs at the end of Chapter 8 of "Youth and Tomorrow" is very worthwhile. "Human nature the world over seems to need some form of religious expression" (Personality and School, Page 274). This statement can serve as a basis for reports or discussion. The paragraph on self-respect and reverence on Pages 8 and 9 of the Handbook for the Cumulative Record will prove useful for discussion purposes.</p> |
| <p>D. The Value of Wise Counsel</p> | <p>Discuss the value of talking things over with others, particularly one's parents, counsellors, teachers, club leaders, church leaders.</p> |
| <p>III. BEHAVIOR AS A RESULT OF NEEDS</p> | <p>Emphasis on this section must be on improvement of behavior.</p> |
| <p>A. Behavior, Past, Present and Future</p> | <p>Topic A is meant to show students how behavior patterns change with age. They should be aware that undesirable types of behavior need not be condoned because they are typical of a given age level.</p> |
| <p>B. Behavior is Usually Motivated by More than One Need</p> <ol style="list-style-type: none"> 1. Behavior that satisfies one need may prevent fulfillment of another. <ol style="list-style-type: none"> a. foresight is needed in choosing goals which will fill as many needs as possible. | <p>It might be shown that some students sacrifice the need for scholastic achievement by trying too hard to win group approval in other ways.</p> <p>Chapter 3 of the primary reference gives several good examples illustrating the need for foresight.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>C. A Given Need May Be Satisfied By a Wide Range of Behavior</p> <p>1. Desirable and undesirable ways of satisfying needs</p> <p>a. why people drink; some "reasons" given:</p> <ul style="list-style-type: none"> i. to be sociable ii. to relieve boredom, anxiety, and tension iii. to do as others do (identification) iv. to undergo a new experience v. to accompany meals and satisfy thirst vi. to celebrate an occasion <p>b. Why alcohol is apparently attractive to some teen-agers:</p> <ul style="list-style-type: none"> i. Forbidden fruit is sweeter. ii. Drinking often appears glamorous and daring. iii. It is considered an adult custom and most teen-agers like to feel grown-up. | <p>Chapter 8 of the primary reference gives examples of desirable and undesirable ways of satisfying needs.</p> <p>The resource book contains some points of particular importance to teen-agers.</p> <p>Students will probably find little difficulty in expressing an opinion on the relationship of alcohol to the teen-ager. Care should be taken to have them understand the need for a considered opinion, based upon good</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>D. Rationalization</p> <ol style="list-style-type: none"> 1. Giving a "good" reason instead of the real reason. 2. Inability of most people to recognize the needs which motivate their behavior. <p>E. Frustration</p> | <p>evidence. They should be encouraged to see the fallacy behind many statements about the use of alcohol such as the following:</p> <ol style="list-style-type: none"> 1. "Alcohol warms you up" 2. "Alcohol is good for a cold" 3. "Alcohol damages body tissue" <p>Recognize that half-truths such as the above are misleading. They have been used for centuries on both sides of the controversy. Their application to teen-age thinking and actions should be kept in mind.</p> <p>Some attention should be drawn to the reasons behind the restriction of the legal use of alcohol to adults over twenty-one years of age. It should be noted that the law does not permit anyone other than parent or guardian to give liquor to a person under 21 years of age for either beverage or medicinal purposes.</p> <p>How valid are the following suggestions?</p> <ol style="list-style-type: none"> 1. A youth becomes an adult legally at 21 years of age. 2. Maturity in thought and action should increase with age. 3. Young people generally assume more specific responsibilities by the time they have reached this age. What would you add? <p>Many students rationalize to explain poor marks or lack of skill in sports. A discussion of this topic should prove enlightening.</p> <p>Students must see that all needs cannot be satisfied all of the time. Frustration is experienced when one cannot reach a particular goal.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>F. Methods of Coping with Frustration</p> <ol style="list-style-type: none"> 1. Giving up 2. Feeling rather than thinking <ol style="list-style-type: none"> a. "losing one's head" b. sulking c. using one's head <p>Youth and Tomorrow, Pages 132-143.</p> | <p>The class might benefit by applying the steps for thinking things out as given in Chapter 8 of the primary reference.</p> <p>Illustrate reactions to frustration by means of line drawings, pantomimes, or socio-dramas.</p> |
| <p>G. The Effects of Alcohol</p> <ol style="list-style-type: none"> 1. Physiological: <ol style="list-style-type: none"> a. acts directly on central nervous system (the brain) depressing its function and not serving as a stimulant b. resulting minor effects on circulation (flushing of the face) c. results in increased flow of urine and gastric juices d. irritates briefly the nerve-endings in the mouth e. normal awareness of fatigue, cares, worries may be anaesthetized or numbed. 2. Psychological: <p>Experiments seem to show that:</p> <ol style="list-style-type: none"> a. judgment is impaired b. inhibitions tend to be removed as seen in | <p>An examination of the possible effects of alcohol will bring out that loss in alertness, judgment, clarity of thought, and discretion is often followed by loss in physical control. The higher intellectual functions are interfered with first, then motor and sensory control.</p> <p>It should be clearly established that alcohol acts as a depressant on the brain, rather than as a stimulant.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <ul style="list-style-type: none"> i. apparent gaiety ii. overconfidence iii. loud talking iv. exaggerated idea of self-importance v. progressive lowering of standards of speech or conduct vi. increasing regression from maturity to immaturity | |
| <p>IV. DEVELOPING CHARACTER</p> <p>A. The Meaning of Character</p> <ul style="list-style-type: none"> 1. Character as possibly differing from reputation <p>B. Important Facts About Character</p> <ul style="list-style-type: none"> 1. Intentions, attitudes and behavior must all be considered 2. Knowledge of right and wrong is important 3. Character comes from within—conscience, ideals 4. Good character can be developed 5. Many great men and women achieved greatness mainly through strength of character | <p>Since the psychological basis of character-building is discussed in Grade X this aspect should be given only brief treatment in Grade IX.</p> <p>Pupils should understand that character is established by right behavior, and that society has organized legal, ethical, and religious standards of behavior.</p> <p>Committees might investigate the achievements of famous men and women to determine how strength of character contributed to their success. They should attempt to distinguish between greatness achieved through strength of character and greatness acknowledged because of the possession of outstanding ability or talent. (A few suggestions: great social workers, especially in British history, such as Wilberforce and Nightingale and international figures like Henri Dunant; persons who have overcome great handicaps, like Helen Keller; great missionaries and religious leaders in the history of Canada, and international figures like Livingstone and Schweitzer; devoted artists, scientists, and statesmen all have the quality of greatness.)</p> |

ADDITIONAL SOURCES

- S-ref: **Personality and School:** Bliss, Pages 223-275.
- S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney, Pages 87-95, 328-332.
- S-ref: **Growing Up:** Billett and Yeo, Pages 343-364.
- T-ref: **Psychology for Living:** Sorenson and Malm, Pages 170-180, 201-202, 224, 230-234.
- T-ref: Material on alcohol has been prepared in the resource book.
- T-ref: **Manual of Alcohol Studies for Schools,** Department of Education, Manitoba, Chapters 6, 7, 8.
- T-ref: **Manual of Reference for Alcohol Education,** British Columbia, Pages 23-28, 33-41.
- T-ref: **Alcohol Education:** Hirsh, Pages 11-21, 34-40, 63-75.
- T-ref: **Teen-agers and Alcohol,** McCarthy, Parts I-III.
- SBB-so: **How to Increase Your Self-Confidence:** Wrenn, Life Adjustment Booklet, (47 pages).
- SBB-so: **Understanding Myself:** Menninger, Life Adjustment Booklet (48 pages).
- *GB FA: **The Physiology of Alcohol:** Greenberg, Alcoholism Foundation of Alberta (16 pages).
- * GB **Handbook for the Cumulative Record,** Guidance Branch, Department of Education.

GRADE NINE — UNIT VI — GROUP LIFE

(Suggested time allotment: 5-6 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired the understanding that personal qualities and desirable behavior will assist one to live happily with the groups of which he is a member. He should be more willing to respect the rights and privileges of others, and to co-operate with all worthy groups in the community. He should understand the qualities required of a good leader and a good follower and realize that each individual must serve in both capacities as part of democratic living. He should appreciate the place of group co-operation in free-time activities and be disposed to use his leisure in a variety of ways.

REFERENCES

Youth and Tomorrow, Chapters 10, 11, 12, 13

Four Square Planning for Your Career, Pages 182-191.

CAUTION

It must be remembered that only 8-15 periods will be available to cover this unit. To take more time is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics should be discussed in detail.** The following suggested time allotment might be helpful:

Section I—two to three periods

Section II—two to four periods

Section III—two to four periods

Section IV—one to two periods

Review and evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
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| <p>I. GETTING ALONG WITH OTHERS IN THE GROUP</p> <p>A. Accept One's Own Characteristics When One Cannot Change Them.</p> <ol style="list-style-type: none"> 1. Some people will be better students than others. 2. Our physical characteristics are essentially beyond our control. | <p>The emphasis is on the kind of behavior which will best enable a student to get along satisfactorily with other members of his groups.</p> <p>It is hoped that students may be led to see that they are liked by others in spite of characteristics which they would like to change. They should realize that appearance, race, religion, and other similar factors are not what really determine popularity, but rather it is determined by how one acts towards others.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>3. We cannot generally control factors about which people may be prejudiced.</p> <ol style="list-style-type: none"> race nationality religion social or economic status of parents | <p>This sub-topic might provide an excellent opportunity to discuss the topic of intolerance in general, and to show how unfair and undesirable it really is.</p> |
| <p>B. Practice "Golden Rule" Behavior</p> <ol style="list-style-type: none"> Its meaning Recognizing opportunities for practicing such behavior Its relationship to the Ten Commandments | <p>The desirability of treating others as we wish to be treated will be readily evident to most students. The opportunities for applying this principle will not be so evident. A great deal of discussion might well be undertaken on this topic. Typical opportunities for the practice of the Golden Rule might be discussed and listed. How about the "good deed" of the Boy Scout?</p> |
| <p>C. Practice Communicat- ing with Members of Our Group</p> <ol style="list-style-type: none"> Talking creatively <ol style="list-style-type: none"> expressing clearly what we mean Listening creatively <ol style="list-style-type: none"> listening quietly encouraging the speaker to say more about what he thinks or feels. Examples of poor communication <ol style="list-style-type: none"> unbroken silence interrupting misinterpreting confused feelings and thoughts | <p>The primary reference offers an interesting and informative treatment of this topic.</p> <p>Sub-topics 2 and 3 might well be illustrated by impromptu skits, illustrating good and bad methods of carrying on conversations with others.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>D. Liking Other People</p> <ol style="list-style-type: none"> 1. Avoid feeling superior to other people. 2. Feeling secure and confident in oneself. 3. Noticing and thinking about the good qualities of others. <p>E. Tolerating Differences in Others</p> <p>Youth and Tomorrow, Chapter 10.</p> | <p>Pupils should learn that people generally sense it when we like or dislike them and usually react to us in a similar way.</p> <p>A discussion might be undertaken here to determine whether we should tolerate all differences in behavior. For example, should we tolerate one who steals?</p> |
| <p>II. LIVING WITH OTHER PEOPLE</p> <p>A. Behavior Acceptable to Adults</p> <ol style="list-style-type: none"> 1. Obeying 2. Being respectful 3. Avoiding too forceful expression 4. Avoiding boisterous, "know-it-all" behavior. <p>B. Behavior Acceptable to Other Young People But Not to Adults</p> <ol style="list-style-type: none"> 1. Examples of behavior sometimes approved by other young people. <ol style="list-style-type: none"> a. defying authority b. taking chances c. being "smart alecks" d. slamming doors e. over use of make-up <p>C. Behavior Acceptable to Both Adults and to Other Young People</p> | <p>The intention here is that young people should not necessarily accept without question the behavior suggested, but, rather, that they seek to understand behavior that is generally unacceptable to adults. This knowledge will enable them to avoid situations which cause friction between young people and adults.</p> <p>Behavior such as that detailed is often adopted by young people in an attempt to convince themselves and others that they are grown up and should be treated as adults. Students should be encouraged to realize that they will more surely achieve adult status when they show dependability and responsibility.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>D. Importance of Living According to One's Ideals</p> <p>Youth and Tomorrow, Chapter 11.</p> | <p>Discussion might bring out the fact that it is possible to adopt behavior which can and will be approved by both groups, and that the type of behavior which shows responsibility, dependability, maturity, and willingness to learn is generally approved by adults, and by those young people whose opinions really matter.</p> <p>This idea has been discussed in Grade VIII. It might well be re-examined briefly.</p> |
| <p>III. DEMOCRATIC LIVING</p> <p>A. Essentials of Democratic Living</p> <ol style="list-style-type: none"> 1. The democratic citizen respects the individual <ol style="list-style-type: none"> a. by helping the other person when he needs help b. by helping him to see the solution, rather than solving the problem for him. 2. The democratic citizen cooperates for the common good. <ol style="list-style-type: none"> a. satisfying his own needs in ways that permit other people to satisfy theirs 3. The democratic citizen uses reason to solve problems <ol style="list-style-type: none"> a. obtaining possible information b. trying to see the results of each possible choice | <p>In this section the student can be led to appreciate the basis upon which the democratic way of life is built. It lends itself to correlation with certain features of the Social Studies program and can be related to the Canadian concept of democracy. Emphasis, however, should be on the inter-relationship of people and the kinds of behavior that promote mutual understanding and respect.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>4. The democratic citizen earns freedom.</p> <p>a. Society must have rules if it is to survive.</p> <p>b. Freedom involves obeying these rules from choice.</p> <p>c. Lack of freedom involves obeying these rules from compulsion.</p> <p>d. Freedom must be earned by showing willingness and ability to obey society's rules.</p> | <p>Students must understand that freedom does not involve absence of rules, and that the surest way to interfere with individual freedom would be to remove all restrictions.</p> <p>The thesis that freedom must be earned is very important. Acceptance of this fact is a first step toward achieving real independence of action and thought.</p> |
| <p>4. The democratic citizen uses leisure time wisely.</p> | <p>Chapter 13 of the primary reference has good suggestions about leisure time.</p> |
| <p>5. The democratic citizen learns to be a leader.</p> | <p>The primary reference and other references cover the topic of good leaders and good followers. Perhaps each student could list the qualities of a good leader and a good follower; first, before reading the references, and secondly, after reading. Much valuable discussion should result.</p> |
| <p>6. The democratic citizen learns to be a good follower.</p> | |
| <p>Youth and Tomorrow, Chapter 12.</p> | |

ADDITIONAL SOURCES

S-ref: **Growing Up:** Billett and Yeo, Pages 152-159, 213-216, 242-254.

S-ref: **You and Your Life:** Randolph, Pixley, Duggan, McKinney, Pages 75-86, 245-315, 333-339.

S-ref: **Personality and School:** Bliss, Pages 203-212, 231-234, 251-255.

T-ref: **Psychology for Living:** Sorenson and Malm, Chapter 7.

SBB-so: **Guide to Good Leadership:** Wells, Life Adjustment Booklet (47 pages).

GRADE NINE — UNIT VII — THE TRANSPORTATION SYSTEM OF THE BODY

(Suggested time allotment: 5-6 weeks)

INTRODUCTORY STATEMENT

As an outcome of the work of this unit the student should have acquired the understanding that man by adequate knowledge of the heart and its functions can do much to maintain its efficient operation. He should further understand the peculiar relationship between the lungs and the heart in providing for an adequate supply of oxygen to assist in removing waste materials from the blood.

REFERENCES:

Building Health, Chapters 2, 3, 4.

CAUTION:

It must be remembered that only 10-18 periods will be available to cover this unit. To take more time is to deprive some other unit of its rightful share of time. **It is not intended that all the topics and sub-topics should be discussed in detail.** The following suggested time allotment may be helpful:

Section I—two to four periods

Section II—two to four periods

Section III—three to four periods

Section IV—two to four periods

Review and evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
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| <p>I. THE HISTORY OF MAN'S THINKING ABOUT THE HEART AND BLOOD</p> <p>A. Early ideas</p> <p>B. Galen: His Theory of Blood Circulation</p> <p>C. Harvey</p> | <p>Section I should be introductory in nature. The teacher might review briefly ideas held by the ancients that the heart brewed vital spirits as illustrated by our use of the terms "heart-ache" and "hard-hearted".</p> <p>The class could consider the implications of Harvey's work. How did his discovery affect the treatment of hemorrhages, and the understanding of the need for oxygen?</p> <p>Consider such expressions as "blood will tell" and "blood is thicker than water".</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>C. How the Blood Circulates</p> <ol style="list-style-type: none"> 1. Arteries 2. Veins 3. Capillaries 4. The nature and treatment of shock 5. Hemorrhages 6. Blood transfusions | <p>Trace the circulation of the blood on a diagram and have the main trunk lines named. In the treatment of the content sub-headings sufficient detail should be brought out to ensure an understanding of their inter-relationship.</p> <p>The students will be interested in the nature and purposes of the Canadian Red Cross Blood Transfusion Service.</p> |
| <p>IV. HOW THE BODY USES OXYGEN</p> <ol style="list-style-type: none"> A. The Meaning of Metabolism B. How Oxygen is Prepared in the Nose C. The Function of the Lungs D. Control of Respiration | <p>The life of every cell is dependent upon oxygen. Its relationship to the metabolism of food within the cells should be understood.</p> <p>Drawings and charts will assist students to appreciate the enormous surface that the lungs supply for transferring oxygen to the blood.</p> <p>Since in strenuous exercise wastes collect in the tissues because oxygen cannot be delivered fast enough to burn the fuel completely, some value might be gained from an examination of such questions as:</p> <p>Why does a sprinter breathe very fast, for some time after he has completed his run?</p> <p>Why are rest periods essential in games such as basketball or hockey?</p> <p>Why do muscles ache after unaccustomed exercise?</p> <p>Why does fatigue make one slump and assume very poor posture?</p> <p>Why is a warm-up period important before any vigorous activity?</p> |

ADDITIONAL SOURCES

- S-ref: **Health and Safety for You:** Diehl and Laton, Chapters 11, 12, 14.
- S-ref: **Enjoying Health:** Jones, Chapter 3.
- S-ref: **Understanding Health:** Goldberger and Hallock, Pages 109-110, 127-146, 148-155.
- T-ref: **Health Observation of School Children:** Wheatley and Hallock, Pages 154-171, 176-181, 191-196.
- S-lib: **For Healthful Living:** Jones, Morgan, Landis, Pages 161-197.
- DPH (1): **Your Heart,** Metropolitan Life Insurance Company (17 pages).
- DPH: **Good Red Blood,** Nutrition Division, Department of National Health and Welfare (leaflet).
- The Story of Blood,** Canadian Red Cross Society, Calgary and Edmonton, (16 pages).

| CONTENT | TEACHING SUGGESTIONS |
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| 3. Rules for pedestrian traffic on highways 4. Special conditions <ul style="list-style-type: none"> a. time hazards b. lack of control due to arm bundles, slippery streets, and other factors | <p>It should be pointed out that varying highway conditions give to the driver of a vehicle added responsibilities.</p> |
| II. DANGERS CREATED BY CYCLISTS, AND DANGERS TO CYCLISTS <ul style="list-style-type: none"> A. Increased Traffic on Highways B. Nature of Hazards: What They Are | <p>Review the list of traffic rules for cyclists. Using the experiences of the class, develop a list of hazards and how to avoid them.</p> |
| III. ONE'S RESPONSIBILITY IN BECOMING A SAFE DRIVER <ul style="list-style-type: none"> A. Rules of the Road B. Safe Car Operation C. Responsibility to Others D. Road Hazards E. Good Manners in Driving | <p>The Alberta Motor Association sponsors safe-driver training. Other organizations in the community might aid in driver training.</p> |
| IV. COMMON CAUSES OF HIGHWAY ACCIDENTS <ul style="list-style-type: none"> A. Breaking Regulations B. Excessive Speed C. Poor Roads D. Climatic Conditions E. Mechanical Failure F. Fatigue G. Emotional Stress | <p>Consider the possibilities in the following projects or activities:</p> <ol style="list-style-type: none"> 1. Provision of a set of posters showing the causes of highway accidents. 2. An essay on how to make driving safer in Alberta. 3. A panel discussion on the high rate of motor accidents among youthful drivers. 4. Discussion around such terms as: "road-hog", "over-driving your |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>H. Poor Judgment</p> <p>I. Headlight Glare</p> <p>J. Faulty Tires</p> | <p>head lights", "bumper chasing", "riding the clutch".</p> <p>5. An examination of the personal-ity factors in the "accident prone" driver.</p> <p>6. Preparation of graphs to show distance required to stop a car at different speeds.</p> <p>7. An examination of the relation-ship that exists between the vari-ous users of the highways: motor driver, cyclists and motor-cycl-ists, and pedestrians.</p> |
| <p>K. Alcohol</p> <p>From the safety view- point it is accepted that the use of alcohol results in</p> <ol style="list-style-type: none"> 1. Reduced efficiency 2. Reduced reaction time 3. Impaired vision 4. Over-confidence | <p>It should be understood what is meant by "impaired driving".</p> <p>Situations that a normal driver en- counters on the highway might be examined and the added danger that occurs if the driver's sensory or neuro- muscular control is impaired.</p> |
| <p>L. Farm Machinery</p> | <p>Motorized farm machinery is often encountered on the highway. Due to size and general shape these machines present special difficulties to the oper- ator and to the motorist. The class might list safety measures that the farmer can use to reduce the possibil- ities of accidents occurring.</p> |

ADDITIONAL SOURCES

S-ref: **Health and Safety for You:** Diehl and Laton, Pages 18-26, 30-32, 36-40, 359-360.

S-ref: **Enjoying Health:** Jones, Pages 256-261, 393-395.

S-ref: **Understanding Health:** Goldberger and Hallock, Pages 387-389, 396-403, 408-410, 441.

T-ref: **Health Observation of School Children:** Wheatley and Hallock, Page 14.

T-ref: **A Manual of Alcohol Studies for Schools,** Department of Edu-
tion, Manitoba, Pages 89-101.

T-ref: **A Manual of Reference for Alcohol Education**, Department of Education, British Columbia, Pages 45-49.

T-ref: **Alcohol Education**: Hirsh, Pages 54-58.

T-ref: Material on alcohol and traffic has been prepared for the resource book.

SBB-so: **Your Safety Manual**: Andrews, Life Adjustment Booklet (48 pages).

Booklets and pamphlets—available from the Alberta Safety Council, 2 - 10526 Jasper Avenue, Edmonton, Alberta:

How's Your Driving (12 pages), **Stop, Look, Live** (leaflet) Metropolitan Life Insurance Company;

Good Drivers Always Signal (leaflet), **Courtesy Saves Lives** (leaflet), **Accidental Deaths of Farm Residents, 1955** (leaflet), **Death Begins at Dusk** (leaflet), **Ride for Your Life—the Safety Code of Johnny Handlebar** (14 pages), **Tractor Safety** (leaflet), Alberta Safety Council.

Posters and Pamphlets available from the Alberta Motor Association, 9905 - 101A Avenue, Edmonton: **Alberta Drivers' Manual**.

GRADE NINE — UNIT IX — EDUCATION AND WORK IN ALBERTA

(Suggested time allotment: 4-5 weeks)

INTRODUCTORY STATEMENT

In Grade IX some attention should be given to the problem presented by those students faced with entering the employment world. **As an outcome of the work of this unit the student should have acquired the understanding that further education is desirable as preparation for a career.** For the students that do not proceed to senior high school this unit will provide basic information about the world of work, the areas of particular interest to these students, and the factors that may affect a person's vocational success. The remainder of the student body should receive enough information about careers and the relationship between careers and education that they will be encouraged to proceed as far as possible in school.

REFERENCES

Youth and Tomorrow, Chapters 14, 15, 16

Four Square Planning For Your Career, Chapter 1-3, 6-12, 14

CAUTION

It must be remembered that only 8-15 periods will be available to cover this unit. To take more time is to deprive some other unit of its rightful share of time. **It is not intended that all topics and sub-topics be discussed in detail.** The following **suggested** allotment might be helpful:

Section I—one to two periods

Section II—two to three periods

Section III—two to three periods

Section IV—two to five periods

Review and evaluation—one to two periods.

| CONTENT | TEACHING SUGGESTIONS |
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| <p>I. WORK DEMANDS RESPECT</p> <p>A. Purposes of Work Many kinds of jobs are to be found in Alberta.</p> <p>1. They offer some degree of financial security in the form of wages, compensation in case of injury, pensions, and other benefits</p> | <p>No attempt should be made to direct the student toward a specific career.</p> <p>Students should understand that work has a purpose and that honest work well done deserves respect.</p> <p>Students might try to enlarge on these purposes of work and show how they relate to their school studies.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>2. Self-respect and satisfaction</p> <p>B. The Importance of and Necessity for the Following General Employment Areas in Alberta:</p> <ol style="list-style-type: none"> 1. Unskilled labour, e.g., ditch diggers, messenger boys, warehousemen. 2. Semi-skilled labour, e.g., junior clerks, meat cutters, abattoir workers. 3. Skilled labour, e.g., carpenters, machinists, plumbers. 4. Semi-professional, e.g., laboratory technicians, draftsmen, photographers, technical workers. 5. Professional, e.g., ministers, doctors, lawyers, teachers. <p>II. EMPLOYMENT AVAILABLE IN ALBERTA FOR STUDENTS WITH A GRADE IX EDUCATION</p> <p>A. Classes</p> <ol style="list-style-type: none"> 1. Unskilled <p>Check the list of jobs in Section I. Attention should be paid to the Alberta Labour Act regarding age, wages, working hours, and other factors.</p> 2. Semi-skilled <p>These jobs are generally obtainable following rela-</p> | <p>Topics such as the following may be assigned to show the interdependence of all classes of labour:</p> <ol style="list-style-type: none"> (a) Baking a Loaf of Bread (b) Building a Modern Home (c) Printing a Newspaper <p>A useful activity might be to divide the class into groups with each responsible for gathering information and building a display about an unskilled job. Jobs available in the local community and in Alberta as a whole should be included.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>tively short periods of training: e.g., office boy to junior clerk, bus boy to waiter.</p> <p>B. Disadvantages of Unskilled Work</p> <ol style="list-style-type: none"> 1. The work available is often of a seasonal or casual nature. 2. The opportunities for advancement are generally limited. 3. Although the levels of wages have improved they are still lower than for other divisions of labour. 4. Long-range advantages, such as pension schemes, are often not available. | <p>Adults are sometimes heard to say, "I only went to Grade (?) in school and I have been quite successful." Such a statement should provoke an interesting discussion.</p> |
| <p>III. OPPORTUNITIES FOR FURTHER EDUCATION</p> <p>A. Advantages of Further Education or Training</p> <ol style="list-style-type: none"> 1. Much broader choice of vocations made possible. 2. Necessary as preparation for more skilled jobs. 3. Greater possibility for advancement. 4. Greater security of tenure. 5. Generally higher wages and pension schemes. <p>Youth and Tomorrow, Pages 260-268.</p> | |

| CONTENT | TEACHING SUGGESTIONS |
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| <p>B. How Can the Unskilled Worker Improve His Education and Widen His Opportunities?</p> <ol style="list-style-type: none"> 1. In-service training 2. Apprenticeship 3. Technical schools 4. Business schools 5. Correspondence schools | <p>Students should know that some clerical and technical training can be acquired as part of a high school program.</p> <p>The emphasis here should be on the importance of continuing their education.</p> |
| <p>C. Opportunities in Alberta for Further Education</p> <ol style="list-style-type: none"> 1. High school; its advantages <ol style="list-style-type: none"> a. adds to cultural background b. vocational opportunities are increased c. a necessary prerequisite to university and other advanced training. | <p>Special mention might be made about the nature of high school subjects and their possible relationship to vocations.</p> <p>Choice of high school courses depends on a number of factors:</p> <ol style="list-style-type: none"> 1. Student's previous academic accomplishments, his interests and abilities 2. Availability of courses 3. Vocational goals 4. Information and suggestions given him by his parents, principal, teachers, and counsellors. |
| <p>Youth and Tomorrow, Pages 268-273, 293.</p> <ol style="list-style-type: none"> 2. Universities and colleges 3. Institute of Technology and Art 4. Schools of Agriculture and Home Economics (Olds, Vermilion and Fairview) 5. Business colleges 6. Vocational training schools | <p>If career events are planned, students should examine beforehand reference material on the various occupational areas to be dealt with. Career events, speakers, and panels will prove useful.</p> <p>Prepared reports and displays of occupational information by students have definite value.</p> <p>Brochures on details of courses may be obtained upon request from the institutions mentioned at the left.</p> |

| CONTENT | TEACHING SUGGESTIONS |
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| IV. GETTING A JOB AND SUCCEEDING IN IT | <p>The treatment of this topic should be general since it is discussed in detail in Unit IX, Grade X. Students should be assisted in assembling information about how to obtain a job, and how to progress in it. This information should be related to part-time and summer employment, as well as to full-time work. Each member of the class might gather want-ads relating to vocations in which he is interested. Want-ads should be considered as to their reliability and the information they give. An assignment on the preparation of want-ads would prove useful.</p> |
| A. Getting the Job | |
| 1. Assistance available <ul style="list-style-type: none"> a. want ads b. National Employment Service c. friends and relatives d. directories e. news items | |
| B. Applying for a Job | |
| 1. Personal interview <ul style="list-style-type: none"> a. the importance of a good first impression 2. Written applications <ul style="list-style-type: none"> a. proper form b. spelling, punctuation, references, and photographs, if required | |
| C. Handling the Job | <p>This area of the unit lends itself to various forms of the socio-drama.</p> <p>Part-time job experience would be useful as a basis for discussion.</p> |
| 1. Progress on the job | |
| <ul style="list-style-type: none"> a. on-the-job training b. learning the requirements of the job c. getting along with fellow workers | |
| <ul style="list-style-type: none"> d. avoiding criticism of your superiors and their policies | |
| 2. Factors in promotion Application of the factors mentioned under "Progress on the job" | |

Lack of training can be overcome; lack of ability can be discovered by tests; but characteristics which may affect adversely a person's success

APPENDIX I

APPENDIX I

METHODS OF APPROACH

The approach suggested in the Health and Personal Development course seeks to encourage student expression in various ways with considerable emphasis on group procedures. The purpose of group guidance is to provide the opportunity for growth in individual understanding through discussion of questions of common interest to the group. **Every opportunity should be taken to encourage independent reading, research and reporting.** However, since certain units, more particularly Units V and VI, lend themselves to group work, it is felt that teachers will benefit from a brief analysis of group procedures.

A. Benefits Arising from Group Procedures

Every effort should be made in these courses to encourage group work, one of the major aspects of which is group discussion. Group discussion has several important advantages.

1. It offers reassurance to the student by showing him that other persons are concerned with many of the same problems that concern him.
2. The interaction which occurs among members of a group stimulates the individual members to clarify their own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result learns from the participation.
3. The bringing out of different points of view shows that there are two or more sides to every question and thus encourages a tolerance of the other person's opinion.
4. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the groups hold peculiar appeal and are likely to lead to action.
5. Practice in participating in, and leading discussions makes one better able to present ideas before a group and so helps to train for leadership.
6. This entire process of group thinking—the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas and ideals of others, working through a collection of individual opinions to a synthesis that is better than any one viewpoint, is the essence of the democratic process, and constitutes a basic experience in democracy.

B. Group Techniques

1. Hints for Planning Helpful Group Discussion

- a. Each member of the group is as important as any other member. Therefore, all should take part in the planning and the discussion. This means that care should be exercised to prevent a few from doing all the talking. Members should develop the art of listening.

- b. In the planning stage, purposes and possible goals should be listed, and frequent reference made to these goals.
- c. Comments should be brief and to the point. However, reports by individual members naturally vary in length. It should be borne in mind that the discussion is a sharing of ideas, experiences, and opinions about some common problems.
- d. Assistance should be given the chairman or discussion leader in keeping the group on the topic. Aimless rambling is time-consuming and undesirable.
- e. Some preparatory thought should be given by members to the particular topic for discussion so that significant contributions can be made. Members must also be prepared to assume responsibility for special assignments.
- f. Members should feel free to suggest to the leader various problems which they think the group might discuss. The problem should be one relating to the general topic and of interest to the group.
- g. It should be apparent to the officers that all members are willing to co-operate in order to make the study-group sessions as helpful as possible. It is obvious that group thinking requires concentration and close attention on the part of each student.
- h. The group should consider carefully various sources from which further information can be obtained, such as informed people and reference materials.
- i. Members will find it helpful to keep a notebook in which to record decisions, suggestions, and plans made as a result of group discussions.

2. The Problems Approach

The course in Health and Personal Development should be as "pupil-centered" as possible; the teaching suggestions to be found in each unit have been developed with this in mind. In order to encourage pupil participation every effort should be exerted to see that the activities are made real to the students. It is, therefore, suggested that topics be stated as specific problems when possible.

The "problems" approach encourages critical thinking. The usual procedure is to state the problem, search for facts that have a bearing on it, and draw conclusions. In stating the conclusions one must consider carefully the implications and be able to determine how valid the conclusions are. Facts are very important—without them no reliable thinking can take place,—but the interpretation of facts is equally important and must be emphasized in the educative process. Hence, the emphasis is on the gathering of facts and their interpretation.

3. Special Group Techniques

a. The Discussion Lesson:

Probably the most useful of these techniques is the discussion lesson directed by the teacher. Here the teacher must develop a skill in questioning that will promote good thinking by the group. Such questioning generally results from careful planning and should aim at opening the topic to encourage clear thinking by the class. The discussion will be stimulated by further questions if it lags. The teacher should endeavor to prevent a student from feeling that he is occupying the center of the stage, and should attempt to create the impression that he is merely one of the group.

b. The Open Forum:

In the open forum the class as a whole participates under the chairmanship of a student. Class periods devoted to a discussion of the duties and responsibilities of chairmen should prove of value. Those who are first asked to assume this position should receive special coaching. Every effort should be made to include as many members of the class as possible before the year's work is finished. Recorders or secretaries should also be appointed for the open forum sessions to sum up the results at the conclusion of the period. These minutes can be placed in a loose-leaf book for future reference by students and by new secretaries prior to assuming office for a specific class session.

c. The Panel Discussion:

The panel discussion is usually confined to a small group of participants (generally three to six in number) who develop the topic before it is discussed by the class as a whole. Pupil preparation prior to class discussion of the topic is essential. Each member of the panel brings forward his opinions or material in a brief period of time and, when all members have spoken, each may be asked to defend what he has said. The panel is also a technique that will require instruction and practice. Pupils' attention should be drawn to the many types of forums and panels heard over the air, most of which are good examples of group thinking.

d. The Symposium:

The symposium is a method in which a general topic is assigned and students asked to speak to it or prepare individual reports for oral presentation. To insure adequate treatment it will probably be necessary to arrange that several periods be reserved since the reports of all students must be heard. A recorder should be appointed to serve until the group has disposed of the topic. He should be asked to submit at the beginning of each period a brief report of what was discussed in the previous session.

e. The Debate:

The debate may be used occasionally, especially if the topic to be discussed is one in which there seem to be two pronounced viewpoints evident in the class. It should prove useful as a means

of impressing upon the class the value of properly thought-out argument and the need for appreciation of the other person's opinion. Steps might be taken in conjunction with the teacher of English to produce a well-planned argument in debate form on occasion. Material on debating technique and form may be obtained from textbooks or manuals of English expression.

It is not intended that the foregoing explanation of special group techniques is to be considered as either authoritative or complete. The purpose is only to give an overview of some techniques.

C. Other Techniques

Teachers will be well advised to check Bulletin 2 of the elementary program and the curriculum guides in general science and social studies-language for the junior high school grades to obtain suggestions relative to methods of presenting material. It should be possible for the teacher with the assistance of his pupils to plan an approach that will be both interesting and varied.

Some techniques, devices and methods

1. Individual **reading**, assigned reading, and **reporting**.
2. Group and individual **projects**, such as
 - a. Building a library of reference material from pamphlets, booklets, and other references given in this course, and from current periodicals and newspapers.
 - b. Health projects related to the community.
 - c. Preparation of simple experiments, charts, and posters to illustrate specific topics.
 - d. Preparation of rating and self-analysis scales, growth charts, nutrition score sheets.
 - e. **Survey of local occupational opportunities** and employment trends for full or part-time employment, including summer work.
 - f. Use of special techniques to put into action the principles read about or studied; e.g.,
 - i. Preparation of lists of courtesies noticed in the school community for a definite period of time.
 - ii. Development of tolerance through special attention to customs of the various nationalities represented in the class.
 - g. Correlation of course content with other subject fields, e.g., manners and customs of people in other lands with those of our own land; health problems of other nations, such as those associated with industries in tropical countries.

3. Preparation of individual and class scrapbooks. These are particularly valuable in assembling current literature on particular health topics.
4. Maintenance of bulletin boards and preparation of **display materials**.
5. Detailed analyses of industries, including health hazards and safety measures.
6. Use of **visiting speakers** for Student Union meetings or for job discussions and career nights, and to present special phases of the health program; e.g., staff of local Health Department might present a community health problem.
7. Use of **audio-visual material** with proper employment of student committees. (Note in Audio-Visual catalog).
8. Examination of **radio programs** for series broadcasts and special broadcasts.
9. Use of devices for social grouping where the teacher has had special training and sees the need for such groupings in the classroom situation.
10. Use of the **drama and role playing**. It is human nature to act out a part and this play-acting cannot be confined to any age group. Adults, governed by a more-or-less conventional code of behavior, are required to change their behavior according to the demands of the particular situation. The successful story teller is the one who can dramatize the incident he is recounting; the successful hostess always makes her guests feel at home and overlooks peculiarities of behavior; the speaker on the public platform brings his audience with him by means of various devices and techniques, long tried and proven successful. Play-acting can be applied to the learning situation as an easily understood and successful method of approach. Certain topics lend themselves to this kind of treatment. The discussion of manners with attention to proper behavior in social situations should prove ideal for use of this technique. The whole field of job application and personal interviews also brings much more meaning to the students when they see the situation acted out. Group problems of mutual concern admit of ready understanding and general discussion if portrayed before the class. In fact, almost any area suggested in these courses lends itself to such treatment. This method is called the **sociodrama**.

To make for the freedom of expression necessary to a role-playing situation the following basic principles are essential:

1. The situation must be representative of the problems of the group members.
2. The majority of the group must want to explore the situation.
3. The teacher must be willing to have the problem explored. If he is not as enthusiastic as the students, the latter may

hesitate to express themselves freely or they may give the version of the problem they think he wants.

This sociodrama technique can be considered as having five main steps, all of which are necessary for maximum group participation and may occur at varying times as the drama is planned and devised.

1. Volunteering of participants.
2. The "warming up" of participants.
3. Free ventilation of feeling and reaction of group members and the players.
4. Analysis by group members and players.
5. Summary and recommendations by group members.

In practice, these steps often merge or flow naturally into one another, and the different steps may have less or greater importance, depending upon the significance of "content" to the group.

Certain advantages should accrue to the students who participate in such activities. The natural desire to project themselves into another situation, more or less unreal, should find ready response. With experience, many of the more reticent students can gain in confidence and in ability at self-expression. The socializing effects should lead to better understanding amongst students and many of the personality problems may be solved as a result of this understanding.

Illustrations of this technique can be found in many of the books suggested for either student or teacher use in this course. The 1950 Yearbook of the Association for Supervision and Curriculum Development, "Fostering Mental Health in Our Schools," contains an excellent chapter on the sociodrama.

SPECIAL ACTIVITIES

Teachers will develop methods of approach to the program according to the interests and aptitudes of their students and their own special abilities. An explanation is offered below of activities that might prove useful on occasion. They are offered for purposes of illustration and to provide something in the way of suggestion.

1. At the Grade IX and X levels, Unit IX having to do with career planning provides the opportunity for students to make a detailed analysis of particular fields of employment so that when they eventually need to make a career selection for themselves they will understand this method of approach. These classes can also make a contribution to the career selection of senior students by providing job displays on a regularly organized basis throughout the year. One approach would be to divide the classes into committees of several students and assign to each of these committees one occupation to be displayed on a certain date. The list of occupations can

be drawn up with the assistance of the senior students with the major occupational interests of the latter in mind. No display should be retained for too long a period of time. For example, a new one might be provided for every second Tuesday morning with the understanding that the old one is to be taken down on the preceding Friday and the new one arranged on the following Monday. If students become accustomed to seeing a new display on the bulletin board they will likely be more interested in it. The committees should be encouraged to do as adequate a job as possible and should obtain materials from all available sources to assist in building their display. Competition between committees should encourage good work.

This activity has been used in senior high schools with good results. It has another worthwhile advantage in that it requires material to be taken from the files and displayed and thus avoids the situation in which occupational files are not used to the extent that they should be used. As well, the additional materials obtained by the committees on their own can be added to the files when the display is taken down.

2. Special Committees

a. Participation in local and national safety and health campaigns can do much to increase interest and add motivation to the work that is being done in certain areas of the course. Topics can be discussed prior to, or during various "national" weeks with a resultant increase in interest, due to the timeliness of the discussion. Responsibility for directing this participation can be assigned to committees, the membership of which can be changed at intervals.

b. A teacher-pupil planning committee serves at least two worthwhile purposes:

To encourage students to appreciate that they have a responsibility for selection of topics and the approach to be used, and to provide students with opportunity for exercising leadership and giving direction. Membership on this committee would also change at regular intervals.

c. A class recording committee can serve the useful function of providing for a class "log" of the work accomplished. Such a record can be used by students for review purposes. Again, the membership should change on a regular basis with no one student or committee serving too often.

Student Reporting

Students need careful direction and help in preparing, presenting, and summing-up reports. The ability to give a good report is not inborn in the child. **Reporting constitutes a learning situation; therefore, the teacher must assume some responsibility for developing this skill.**

1. Assigning the Report and Helping with Its Planning

- a. The students, with the help of the teacher, will choose report topics suited to their interests and ability levels.
- b. The individual assignment or report topic should be clearly defined and limited in scope.
- c. The students should be directed to specific and available references. (Every effort should be made to provide a variety of references.)
- d. In the early stages of unit study learning, class time should be used in order to indicate to the students what a good report should include.

2. Presenting the Report

- a. The teacher should help the child to make the report "his own". If the student cannot give a report in his own words, it is of questionable value.
- b. Mass copying of material from books, or memorizing text material for reports is to be avoided. If a student makes brief quotations, he should indicate this fact.
- c. Students should not be expected to copy great masses of teacher-written or pupil-written notes from the blackboard.
- d. Students may use brief notes or a summary outline to guide their talk.
- e. The student may write on the blackboard five or six questions which he proposed to answer in the body of his report.
- f. The length of a report depends on student ability, the topic in hand, material available, and general interest.
- g. Reports should be varied and informal. The formal type of introduction may be used occasionally to acquaint the students with this method; if used to excess, however, it becomes monotonous.

Note: The teacher should enrich the report by

- i. contributing interesting new material
- ii. stressing important points
- iii. directing a summary

3. Appraising the Report

- a. The report should be carefully evaluated for good oral expression and the manner in which the report is given. It should have an interesting introduction, good sentence structure, stress on main facts or points and a fitting conclusion.
- c. The teacher should observe carefully the class reaction to the report.
- d. Class understandings may be tested by means of oral questioning, paragraph writing, or objective tests.

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- e. The following questions might be posted on the bulletin board or in conspicuous chart form for constant reference and use by teacher, report leaders, chairmen and reporters:
- i. Did you clearly define the topic?
 - ii. What were the sources of information?
 - iii. Was use made of the blackboard, pictures, sample, or diagrams to make the report more vivid?
 - iv. Was the topic or assignment organized in simple language around four or five main ideas or facts?
 - v. Was correct English used?
 - vi. Were ideas rather than words emphasized?
 - vii. Was the report interesting to the class throughout?
 - viii. How was the report evaluated to determine class knowledge and understanding?

APPENDIX II

APPENDIX II

ADDITIONAL REFERENCES

The attention of principals and teachers is directed to the following reference materials which will prove very useful to teachers of this course. These may well be obtained at the beginning of the year. Some of the material is available without charge; otherwise the price may be obtained by writing to the source. Unless otherwise noted, all books may be ordered from the School-Book Branch. Though this list may appear somewhat lengthy much of it is in the form of pamphlets. **Note:** In this appendix, Roman numerals indicate the grade and Arabic numerals the units to which the references apply. This change in the form of numbering from that used in the units themselves is for brevity.

KEY TO SYMBOLS USED WITH REFERENCE MATERIALS

- *: has been distributed by the Guidance Branch. A copy should be available in the school.
- DPH: available from the Department of Public Health, Administration Building, Edmonton.
- GB: available from the Guidance Branch, Department of Education, Administration Building, Edmonton.
- FA: a few copies are available until present stocks are exhausted.
- SBB-so: obtainable from the School Book Branch, Department of Education, Edmonton, on special order.
- (1): the number in the brackets refers to the number of copies **per classroom** available for distribution.
- S-ref: secondary reference book
- T-ref: teachers' reference book
- S-lib: may be in school library because it is or has been on the reference list for some other grade or subject.

SECONDARY REFERENCE BOOKS

A brief outline of each of these secondary reference books may be found in the introduction to this curriculum guide.

You and Your Life: Grade VII, Units 1, 6, 9; VIII—1, 5, 6, 9; IX—1, 5, 6, 9.

Growing Up: VII—1, 2, 6, 9; VIII—1, 2, 5, 6, 9; IX—1, 4, 5, 6, 9.

Canadians, a Book of Biographies: VII—3, 9.

Understanding Health: VII—2, 3, 4, 7, 8; VIII—2, 3, 4, 5, 7, 8; IX—2, 3, 4, 7, 8.

Enjoying Health: VII—2, 4, 7, 8; VIII—2, 3, 4, 5, 7, 8; IX—2, 3, 4, 7, 8.

Health and Safety for You: VII—2, 4, 7, 8; VIII—2, 3, 4, 7, 8; IX—2, 3, 4, 7, 8.

Personality and School: IX—1, 5, 6, 9.

First Aid to the Injured: VII—8; VIII—8.

TEACHERS' REFERENCE BOOKS

Health Observation of School Children: Wheatley and Hallock: Grade VII, Units 2, 4, 7, 8; VIII—2, 3, 4, 7, 8; IX—2, 3, 4, 7, 8.

Psychology for Living: Sorenson and Malm: VII—1, 6, 9; VIII—1, 5, 6, 9; IX—1, 2, 5, 6, 9.

Manual of Reference for Alcohol Education, Department of Education, British Columbia: IX—3, 5, 8.

Alcohol Education: Hirsh: IX—3, 5, 8.

Teen Agers and Alcohol: McCarthy: IX—3, 5.

A Manual of Alcohol Studies for Schools, Department of Education, Manitoba: IX—3, 5, 8.

Note: A minimum of one reference book in the alcohol area preferably either the Manitoba or British Columbia manuals will probably prove sufficient. The books by McCarthy and Hirsh deal to a large extent with philosophy and method.

SCHOOL LIBRARY BOOKS

1. Books of reference lists of other subjects for the same grade.

Prose and Poetry for Canadians—Journeys (Literature). Grade VII, Units 3, 9.

This Way Please: Boykin (Home Economics): VII—5.

2. Health and Personal Development reference books from lower grades.

Students may make good use of these resources as the particular topics were not taken in the grade for which the book is a reference.

You're Growing Up: Shacter (Grade VII): Grade VIII, Unit 3.

Good Health for Better Living: Jones (Grade VIII): IX—4.

3. Books from reference lists of higher grades. These books are intended as teachers' references.

Health for You: Crisp (Grade X): Grade VII, Units 2, 4, 7; VIII—2, 4, 8.

Across the Ages: Capen (Grade IX Social Studies): VII—3, 5.

Microbe Hunters: de Kruif (formerly listed in Invitation to Read for Senior High Schools): VII—3.

SBB-so: SCIENCE RESEARCH ASSOCIATES PUBLICATIONS

1. Junior Life Adjustment Booklets

Clubs are Fun: Letton: Grade VII, Unit 1; VII—1.

Let's Talk about Honesty: Clarke: VII—5.

Guide to Good Manners: Beery: VII—6, VIII—5, 6.

Getting Along in School: Neugarten: VII—6, VIII—1.

Make Your Pennies Count: Hark and McQueen: VII—9.

Learning About Tests: Heston: VIII—1.

You Can Read Better: Witty: VIII—1.

Your Safety Handbook: Dearborn: VIII—8.

Exploring the World of Jobs: Kitch: VIII—9.

How You Grow: Neugarten: VIII—2.

2. Life Adjustment Booklets

Study Your Way Through School: Gerken: Grade IX, Unit 1.

How to Take a Test: Heston: IX—1.

How to Increase Your Self Confidence: Wrenn: IX—5.

Guide to Good Leadership: Wells: IX—6.

Your Safety Manual: Andrews: IX—8.

Why Stay in School: Taylor: IX—9.

School Subjects and Jobs: Schloerb: IX—9.

3. Modern World of Science Booklet

How Long do You Want to Live? Burnett: Grade IX, Unit 3.

4. Better Living Booklet

Helping Children Develop Moral Values: Montagu: Grade VII, Unit 5.

HEALTH EDUCATION BRANCH, DEPARTMENT OF PUBLIC HEALTH, Administration Building, Edmonton, Alberta.

These materials are available without charge:

For Good Teeth: Grade VII, Unit 2.

Crooked Teeth, Crooked Faces: VII—2.

Teen Ager's Tooth Test: VII—2.

Dental Health Guide for Teachers and Parents: VII—2.

What Teachers See: VII—2, 4; VIII—4.

Health through the Ages: VII—3.

Grist for the Teacher's Mill: VII—3, 4; VIII—3.

Cancer — a Manual for High School Teachers: VII—3. VIII—4.

Canada's Food Rules: VII—4, 7; VIII—4.

Rheumatic Fever: VII—4; VIII—4.

Respiratory Diseases: VII—4.

- It's a Cold, Cold World:** VII—4.
What You Need to Know About T.B.: VII—4.
Communicable Disease Regulations Chart: VII—4.
Chicken Pox: VII—4; VIII—4.
Scarlet Fever: VII—4; VIII—4.
Measles: VII—4; VIII—4.
Whooping Cough: VII—4; VIII—4.
Arthritis: VII—7.
The Care of the Feet: VII—7.
First Aid—What to Do While Waiting for the Doctor: VII—8; VIII—8.
Safety Begins at Home: VII—8.
Pure Food Safe Drugs: VII—3, 7.
The Truth about Food and Drug Labels: VII—3.
Safe to Take: VII—3.
Disinfection: VIII—4.
Healthful Eating: VIII—7.
Good Red Blood: VIII—7; IX—7.
Guide to Better Nutrition Chart: VIII—7.
Facts about Foods: VIII—7.
Overweight and Underweight: VIII—7.
Hidden Calories that Tip the Scales: VIII—7.
Typhoid, Paratyphoid, Dysentery and Food Infections: VIII—7; IX—4.
Understanding Your Teen-Ager: IX—2.
Eye Care: IX—2.
Save Your Eyes: IX—2.
Ear Trouble: IX—2.
You're a Young Lady Now: IX—2.
Very Personally Yours: IX—2.
Canada's Health and Welfare Program: IX—3.
Alberta's Health Services Program: IX—3.
Your Health Unit: IX—3.
Municipal Nursing: IX—3.
Domestic Sewage Disposal: IX—4.
Safe Milk: IX—4.
Rural Waters: IX—4.
Diseases Communicated by Intestinal Discharges: IX—4.
Raw Milk: Undulant Fever: IX—4.
Protection of Community's Food Supply: IX—4.
Protecting the Community Milk Supply: IX—4.
Disposal of Community Wastes: IX—4.
The Spotted Fever Tick in Alberta: IX—4.
Tick Borne Diseases of Man and Methods of Prevention: IX—4.
The Rat, an Expensive and Dangerous Pest: IX—4.
Control of Houseflies and Mosquitoes: IX—4.
Your Heart: IX—7.

GUIDANCE BRANCH, DEPARTMENT OF EDUCATION, Administration Building, Edmonton.

These materials are available without charge:

- * **Questions and Answers on Smoking:** Grade VII, Unit 2.
- * **FA: Do You Know These Facts about Vision and School Achievement:** VII—2.
- FA: The Story of Healing:** C-I-L Oval: VII—3; VIII—4.
- A Miss and Her Money:** VII—9.
- * **Points to Remember in Artificial Respiration:** VIII—8.

- * **Fire Prevention Education:** VIII—8.
- * **Manual of Civil Defence:** VIII—8.
- * **Occupational Trends and Employment Opportunities:** VII—9, IX—9.

*FA: **The Physiology of Alcohol:** Greenberg: IX—3, 5.

- * **Handbook for the Cumulative Record:** IX—5, 9.

Alberta Occupations Series.

How to Study an Occupation.

How to Build an Occupational Information Library.

The Personal Interview.

Hints to Interviewers.

Outline of Degree Courses Offered by Canadian Universities.

Special Courses Offered by Educational Institutions Other than Secondary Schools.

FORMS BRANCH, DEPARTMENT OF EDUCATION, Edmonton.

- * **Junior High School Handbook** (25¢ Grade VII, Unit 1; VIII—1,

DIRECTOR OF APPRENTICESHIP, DEPARTMENT OF INDUSTRIES AND LABOUR, Administration Building, Edmonton.
Apprenticeship Act (free)

DEPARTMENT OF ECONOMIC AFFAIRS, Legislative Building, Edmonton.

Free materials available:

Within Our Borders

This is Alberta

Alberta at a Glance

COMMUNITY RECREATION BOARD, DEPARTMENT OF ECONOMIC AFFAIRS, 2nd Floor, Alberta Block, Edmonton.

FA*: **Posture's Important When You're in Your Teens:** Grade VII, Unit 2.

When their free supply is exhausted, obtain from Queen's Printer, Ottawa at 10¢ per copy.

DOMINION BUREAU OF STATISTICS, Department of Trade and Commerce, Ottawa.

Canada Year Book: Grade VII, Unit 4.

Summary of Vital Statistics, reprinted annually from Canada Year Book (25¢).

Public Health, Welfare and Social Security, reprinted annually from Canada Year Book (25¢).

DEPARTMENT OF NATIONAL HEALTH AND WELFARE, Ottawa
Canada's Health and Welfare (free monthly)

QUEEN'S PRINTER, Ottawa

- * **Dental Health Manual**, Grade VII, Unit 2.
- * **Posture's Important When You're in Your Teens** (10¢): Grade VII, Unit 2.

ALBERTA SAFETY COUNCIL, 2—10526 Jasper Avenue, Edmonton.

Free materials available:

New Way to Save a Life: Grade VIII, Unit 8.

Stop, Look and Live: VIII—8.

Ride for Your Life—the Safety Code of Johnny Handlebar:
VIII—8; IX—8.

How's Your Driving: IX—8.

Good Drivers Always Signal: IX—8.

Courtesy Saves Lives: IX—8.

Accidental Deaths of Farm Residents: IX—8.

Death Begins at Dusk: IX—8.

Tractor Safety: IX—8.

ALBERTA MOTOR ASSOCIATION, 9905 - 101A Avenue, Edmonton.

Free pamphlets and posters also recommended for the course in Community Economics.

School Safety Patrol

The Teen Age Driver

Monthly Safety Education Bulletin

CANADIAN JUNIOR RED CROSS, 1504 1st Street East, Calgary.

Secondary School Guide to Junior Red Cross: (free), Grade VII, Unit 3.

CANADIAN RED CROSS SOCIETY, Calgary and Edmonton.

Read This: (free): Grade VII, Unit 8.

Help Prevent Drownings: (free): VIII—8.

The Story of Blood: (free): IX—7.

Swimming and Water Safety Manual—25¢: VIII—8.

ALBERTA TUBERCULOSIS ASSOCIATION, Edmonton.

Free pamphlets and posters.

CANADIAN NATIONAL INSTITUTE FOR THE BLIND, Calgary and Edmonton (free).

Snellen Eye Chart.

HEALTH LEAGUE OF CANADA, 111 Avenue Road, Toronto.

Heroes of Health (5¢): Grade VII, Unit 3.

Health Facts (10¢): VII—4, 8.

**FOOTWEAR INSTITUTE OF CANADA, 2081 Aylmer Street,
Montreal.**

Foot Health (Free): Grade VII, Unit 7.

How to Buy Shoes (Free): VII—7.

FILMS AND FILM STRIPS

Additions to the film library of the Audio-Visual Aids Branch of the Department of Education are made from time to time in the Health and Personal Development field. Films in this area are also available from the film library of the Department of Public Health. No. attempt has been made to give titles and catalog numbers of these films in this curriculum guide. Schools are referred to the catalogs issued by these libraries.

Date Due

[illegible]

LB 1588 C2 A32 1956
ALBERTA DEPT OF EDUCATION
JUNIOR HIGH SCHOOL CURRICULUM
GUIDE FOR HEALTH AND PERSONAL
39840971 CURR HIST



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Alberta. Dept. of Education.
Junior high school curriculum
guide for health and personal
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